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ANNUAL REPORT

OF THE

Superintendent of Public Schools.

FOR THE
YEAR ENDING OCTOBER 15TH, 1867.

JOHN C. PELTON,

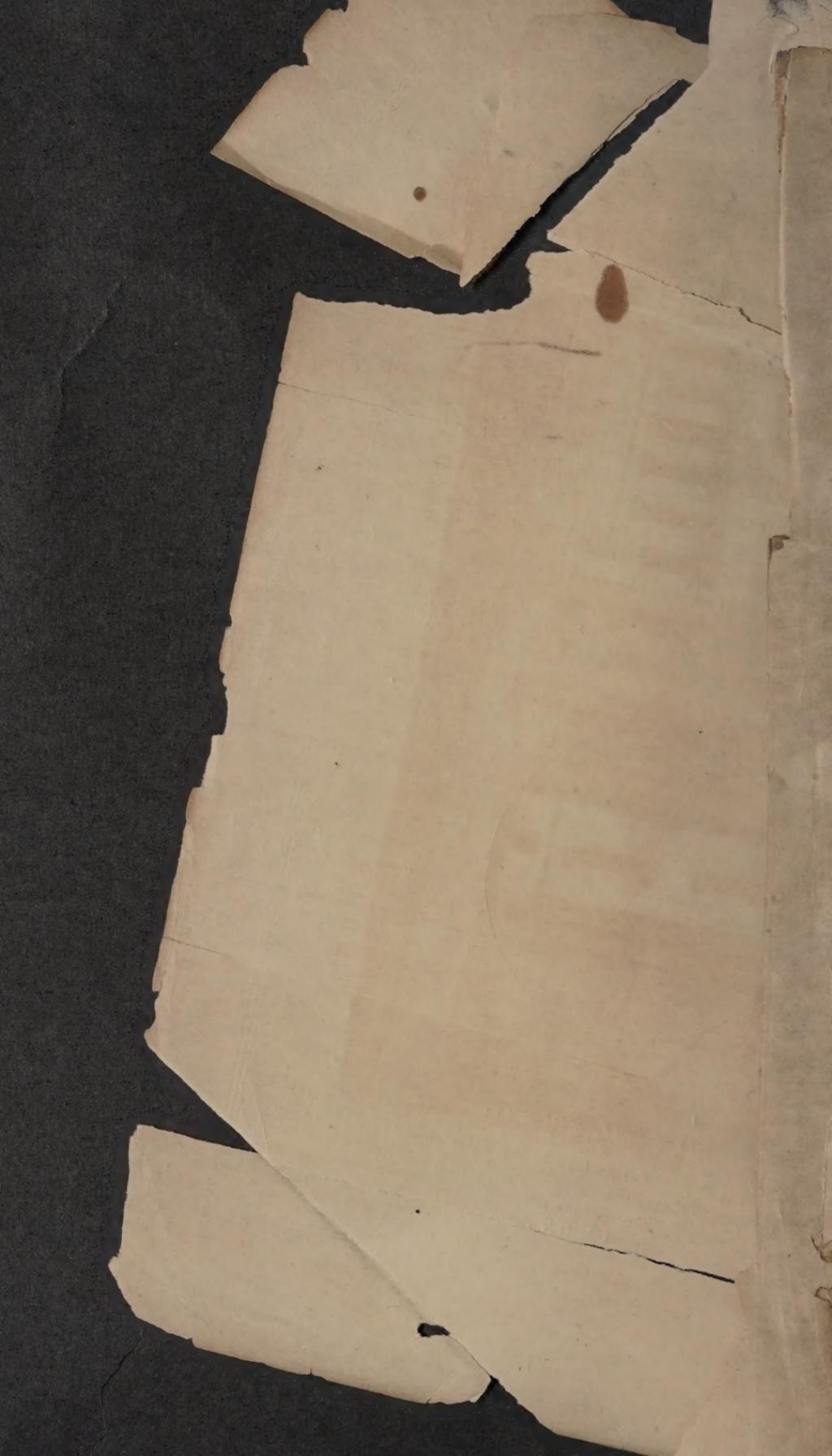
SUPERINTENDENT OF PUBLIC SCHOOLS.

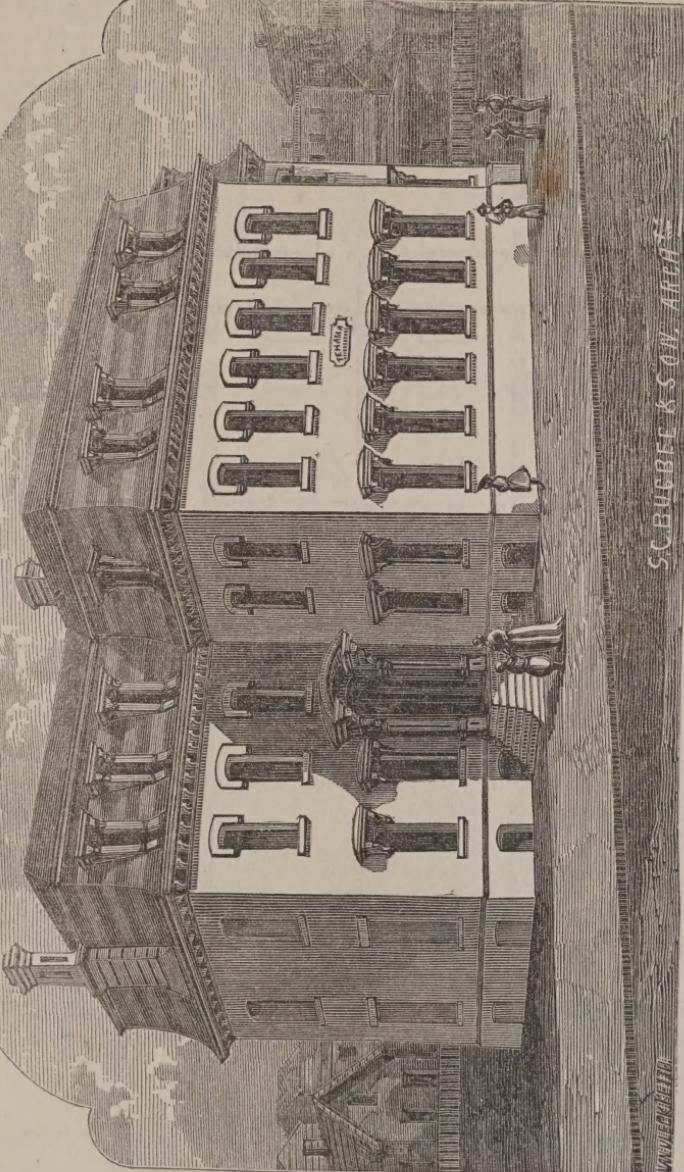
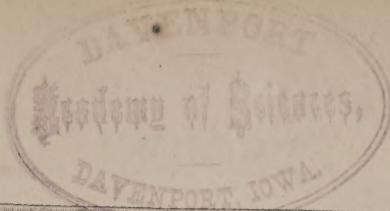


SAN FRANCISCO:

JOSEPH WINTERBURN & CO., PRINTERS AND ELECTROTYPERS,
No. 417 Clay Street, between Sansome and Battery Streets.

1867.





TCHAMA STREET PRIMARY SCHOOL.
SUBMITTED & SOLICITED

379.74

S195

1867

RECEIVED

BOARD OF EDUCATION

OF

The City and County of San Francisco,

FOR 1866-7.

PRESIDENT.....JOSEPH W. WINANS.

MEMBERS.

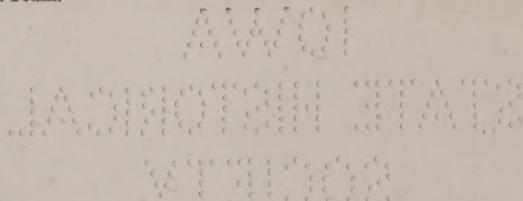
- 1st District—E. H. COE, North Point of Battery Street, (Flint's Warehouse.)
2d District—H. T. GRAVES, 412 Clay Street.
3d District—Dr. W. F. HALE, 520 Kearny Street.
4th District—JOS. W. WINANS, 604 Montgomery Street.
5th District—DR. W. AYER, 408 Kearny Street.
6th District—A. C. NICHOLS, 316 Washington Street.
7th District—*IRA P. RANKIN, First Street, between Mission and Howard.
8th District—G. C. HICKOX, N. E. corner Montgomery and Sacramento Streets.
9th District—A. W. SCOTT, S. W. corner Stewart and Folsom Streets.
10th District—S. C. BUGBEE, 73 and 74 Montgomery Block.
11th District—P. B. CORNWALL, 212 Clay Street.
12th District—† J. A. ROGERS, N. E. corner Polk and Pacific Sts.

SUPERINTENDENT OF PUBLIC SCHOOLS, JOHN C. FELTON,
22 City Hall.

SECRETARY, DANIEL LUNT, 22 City Hall.

* Vice Wm. G. Badger, resigned.

† Vice Austin Wiley, resigned. Mr. Wiley filled the vacancy caused by the resignation of Mr. Chas. M. Plum.



REPORT

OF THE

SUPERINTENDENT OF PUBLIC SCHOOLS.

OFFICE OF SUPERINTENDENT OF PUBLIC SCHOOLS,
SAN FRANCISCO, October 15th, 1867. }

*To the Honorable the Board of Supervisors
Of the City and County of San Francisco—*

GENTLEMEN:—In obedience to law and custom, I herewith submit for the information of your Honorable Body and the public generally, the Annual Report of the Public School Department of San Francisco for the fiscal year 1866–7. This report also represents the eighteenth year since the inauguration of free schools on the Pacific Coast. It gives me pleasure to say, that no similar period in the history of our city schools has witnessed a greater degree of general prosperity than has the past year. During no period has so much been done, as during the past and preceding years, to increase the accommodations of the School Department of San Francisco, and to extend the benefits of our common school system. This will at once be apparent on examination of the following table.

PUBLIC SCHOOL REPORT.

PUBLIC SCHOOL BUILDINGS ERECTED BY THE BOARD OF EDUCATION, FROM JULY 1, 1865, TO JULY 24, 1867.

Name of Building.	Location.	Date of Contact.	Architect.	Character of Building.	Capacity.			Cost per seat.....	
					Contract price of Building.....		No. Seats. †		
					No. of Classes.	Gr'm Pr'm			
* Hayes Valley Addition.....	Grove street, bet. Larkin and Polk	1865	Wm. Craine	Primary.....	2	120	\$2,590	\$21 61	
* Pine street.....	Pine, bet. Scott and Devisadero	Wood Aug. 2	Wm. Craine	Primary.....	1	75	1,862	24 82	
* Fairmount.....	Corner of Cheney and Randall sts.	Wood Aug. 4	Wm. Craine	Primary.....	1	75	1,944	25 80	
Spring Valley	Broadway, bet. Polk and Larkin...	Wood Sept. 30	S. C. Bugbee	Grammar	4	240	7,800	32 50	
Market Street Primary.....	Corner of Fifth and Market.....	Wood May 29	S. C. Bugbee	Primary.....	12	720	5,744	7 97	
Tehama, bet. First and Second....	Tehama, bet. First and Second....	[Brick June 30]	S. C. Bugbee	Primary.....	17	1020	25,850	25 33	
PUBLIC SCHOOL BUILDINGS ERECTED BY THE BOARD OF EDUCATION, FROM JULY 1, 1866, TO JULY 24, 1867.									
Synagogue	Broadway, bet. Powell and Mason.	Brick Aug. 31	Wm. Patton	Primary.....	12	720	12,910	17 93	
Spring Valley Addition	Broadway, bet. Polk and Larkin	Wood Oct. 15	S. C. Bugbee & Son	Primary.....	4	240	4,975	1243 75	
Fibert street.....	Fibert, bet. Jones and Taylor	Wood Oct. 26	Wm. Patton	Primary.....	11	660	16,000	15 00	
Union Alteration.....	Union, bet. Kearny and Dupont	Brick Dec. 3.	Wm. Craine	Grammar	2	120	1,811	995 50	
Post street (Cohn Building)	Post, bet. Dupont and Stockton	Brick Jan. 10	Wm. Patton	Gram. & Prim.	15	360	540	13,227	
Shortwell, bet. 22d and 23d	Wood Mar. 26	S. C. Bugbee & Son	Gram. & Prim.	8	240	240	8,000	1,000 00	
Eighth Street Building.....	Wood April 8	S. C. Bugbee & Son	Primary.....	8	480	480	8,000	1,000 00	
Pine and Larkin streets	Wood April 9	S. C. Bugbee & Son	Primary.....	8	480	480	8,000	1,000 00	
NW corner of Pine and Kearny	Wood April 25	S. C. Bugbee & Son	Primary.....	8	480	480	8,000	1,000 00	
Fibert and Elbert, bet. Fourth and Fifth.....	Wood Mar. 14	S. C. Bugbee & Son	Primary.....	4	240	240	2,700	675 00	
State Normal School.....	Wood July 22	S. C. Bugbee & Son	Primary.....	1	75	1,585	1,585	21 13	
West End	Wood July 24	S. C. Bugbee & Son	Primary.....	4	240	4,370	1,092 00	18 30	
Tyler street							122	960 6405 \$135,898	

PUBLIC SCHOOL BUILDINGS ERECTED BY THE BOARD OF EDUCATION, FROM JULY 1, 1863, TO JULY 24, 1867.

Synagogue	Broadway, bet. Powell and Mason.	Brick	Aug. 31	Wm. Patton	Primary	12	... 720	12,910	1,075	83	17 98
Spring Valley Addition	Broadway, bet. Poll and Larkin.	Wood	Oct. 15	S. C. Bugbee & Son	Primary	4	... 240	4,975	1,243	75	20 00
Filbert street...	Filbert, bet. Jones and Taylor.	Wood	Oct. 26	Wm. Patton	Primary	11	... 660	16,000	1,500	00	25 00
Union Alteration	Union, bet. Kearny and Dupont.	Brick	Dec. 3.	Wm. Craine	Grammar	2	... 120	1,811	905	50	15 08
Post street (Colin Building).	Post, bet. Dupont and Stockton.	Brick	Jan. 10	Wm. Patton	Gram. & Prim.	15	... 360	540	881	80	14 70
Center Building	Shortwell, bet. 22d and 23d.	Wood	Mar. 26	S. C. Bugbee & Son	Gram. & Prim.	240	... 240	8,000	1,000	00	16 66
Eighth Street Building.	Eighth, bet. Harrison and Bryant.	Wood	April 8	S. C. Bugbee & Son	Primary	8	... 480	8,000	1,000	00	16 66
Pine and Larkin streets...	SW corner of Pine and Larkin.	Wood	April 9	S. C. Bugbee & Son	Primary	8	... 480	8,000	1,000	00	16 66
Filbert and Kearny	NW corner of Filbert and Kearny.	Wood	April 25	S. C. Bugbee & Son	Primary	8	... 480	8,000	1,000	00	16 66
State Normal School	Addition Market, bet. Fourth and Fifth.	Wood	Mar. 14	S. C. Bugbee & Son	Primary	4	... 240	2,700	675	00	11 25
West End	Wood	July 22	S. C. Bugbee & Son	Primary	75	... 75	1,585	... 211	13	21 13	
Tyler, bet. Scott and Devisadore.	Wood	July 24	S. C. Bugbee & Son	Primary	4	... 240	4,370	1,024	00	18 30	
Tyler street ...						123	960	6405	\$125	868	

Total number of classrooms provided in new buildings, 122; total number of seats, 7,365, at a total cost of \$135,863, exclusive of valuation of Post street Synagogue Buildings, purchased by the Board of Education, and afterwards enlarged and improved; also exclusive of extras. These forenamed items added

* Erected from the current School Fund.

† Full capacity, without reference to the present number of pupils.

The economy displayed by the Board of Education in the erection of school buildings, during the past year and a half, must receive the unqualified approbation of all who have desired to see the greatest practical good secured to the greatest possible number of our children and youth, by the judicious application of the funds placed at their disposal.

One hundred and fifty-eight thousand three hundred and ninety-eight dollars (\$158,398) have provided comfortable and very respectable accommodations for seven thousand three hundred and sixty-five pupils, being a greater number than the total number of pupils accommodated in all the school houses erected by the Board of Education from the organization of the Public Schools, in 1849-50, to the commencement of the improvements embraced in this report; and which, though for the most part economical buildings, had cost the city over \$300,000. The wisdom of procuring the recent issue of bonds, for the purpose of placing our schools in buildings belonging to the city, instead of continuing to rent therefor extemporized school houses and detached class-rooms, inconvenient and unsuitable, requiring constant alterations and repairs, will be apparent upon a very slight examination of the subject. Soon after the organization of the schools, at the commencement of last school and fiscal year (1865-66), the School Department was renting 43 class-rooms, and paying therefor monthly \$1,350 and within these rented rooms there were 2,720 pupils, or about one-third of all the scholars in the Department. Subsequently, at different periods, as demands arose, we were compelled to organize some thirty additional classes. Had we continued to rent rooms for these seventy or more classes, and in this way meet the increasing demands on the Department for school accommodations, our rents and repairs would now amount to not less than \$36,000 per annum—a sum equal to more than two per cent. per month on the building disbursements of our Board, which have secured to the city the superior accommodations now enjoyed by nearly all our schools. Our rents, which, near the beginning of last year, were, as stated, \$1,350 monthly, will soon nearly cease. Our actual saving, by the erection of new buildings, during the past thirteen months, amounts to about \$6,000; but the saving of money and other immense benefits resulting from our improvements (which benefits can only be duly appreciated by those familiar with the circumstances of the Department heretofore and at present), will be experienced hereafter.

The general condition of the city schools is such as should give great satisfaction to their patrons and to those who labor in and for them, as well as to those who are taxed for their support.

It may be safely asserted, that at no period in the history of our city have the Public Schools exhibited a higher degree of efficiency, or enjoyed more popular favor and confidence; nor has there ever been manifested in the community at large a more lively interest in the cause of public education, and in the integrity, welfare and permanence of our school system. Never before have the Public Schools received so generally the patronage of all classes of the community, especially that of the more intelligent of our citizens; and the business of our Department, the conduct of the Board of Education in the management of its affairs, the character of school officers and that of teachers, the condition and efficiency of the schools, and the merits of our public school system, never before received so much attention from the press and from citizens. And, although criticism has sometimes lacked intelligence and candor, we should not and do not complain, for we regard all as auspicious of good results; for such criticisms, though ungenerous and sometimes unjust, serve to increase the watchfulness and fidelity of those who have charge of our schools, and thus tend to insure the success and integrity of our free school system itself.

It may with truth be said that our schools have become popularized—have become the institutions of the people, in which every class of society is represented, and every interest subserved; in which all justly feel that they have a direct and vital interest. This is a most gratifying condition of public sentiment—this general interest and good will for our schools which we everywhere remark. To help to call into existence the active sympathy of our people, with and for our Public Schools, has been to accomplish a great and noble work; a work of primary importance and of the most vital consequence to the future welfare of the schools, and of the city itself; and for this, at least for most that has been accomplished which reflects so much credit upon the Department and upon our city, we are chiefly indebted to an intelligent, conscientious and ever vigilant corps of teachers, male and female. In this respect, never has a city been more fortunate than ours, from the organization of our schools to the present time, and during no previous year in our history more fortunate than during the past. Our teachers from abroad

have generally been found well educated and competent, and devoted to their profession. Those more recently employed, who have been educated in our own schools—in our High Schools and Normal School—have proved zealous, industrious and faithful; those from the Normal School especially ambitious and successful. In charge of such a corps of teachers, Public Schools can but be successful. They are sure of meeting with just appreciation of patrons and citizens generally; certain of enjoying that generous approval, liberal support and popular favor which will render them ornaments to the city, a blessing to our present society, and a boon of incalculable value to the moral welfare and intelligence, and also the material interests of that vast multitude which a few brief years hence will constitute the society of San Francisco. It remains for the future laborers in our good cause to foster this important interest and advance our Department to still better results and higher achievements. As a means to this end, the community should be kept constantly informed of the actual condition of our schools; of their improvement and general progress; of their present necessities and prospective wants. Few of our people, however intelligent and well informed in relation to the general affairs of the city, fully comprehend the present magnitude of our Public School Department, or appreciate the interests which it involves and the duties it imposes upon its patrons, the friends of education, and the people at large. The rapid growth of the city during the past eighteen years of its Americanized history is scarcely realized by those who have been its constant residents; but when comprehended, though faintly, is justly regarded with wonder; but the rapid increase of our Public School children, especially during the past few years, is even more astonishing. Eighteen years ago the present month (October) I arrived in this city and commenced to form the nucleus of our present School Department.* Then, a few warehouses, scattered along a

* The following notice I then addressed to the people of San Francisco, announcing the object with which I came to California:

TO THE CITIZENS OF SAN FRANCISCO.

The subscriber proposes to establish in San Francisco a Free Public School.

In order that the school may be free to all who may be disposed to avail themselves of its privileges, it is proposed to admit free of tuition all who may apply; no other compensation being required at present than what the friends of the school and the public generally may be disposed to contribute.

It is also proposed, until better arrangements can be made, that the school consist of

narrow beach, a score or two of diminutive and hastily constructed dwellings, and a hundred or two improvised tents, clustering in the background and dotting the various hill-sides, constituted *San Francisco*. Within its undefined, uncertain limits, there were no schools and but few children. Creditable to the then little town, and fortunate for my purpose, there were churches, in one of which, a little board and cloth building, was soon gathered a public school, having on the first day of its organization three pupils.

children and youth of both sexes and of the different ages that usually attend primary and more advanced schools, and that the course of study include those English branches taught in the Public Schools of New England.

The Baptist Chapel, situated on Washington Street, has been generously tendered, and a sufficient sum guaranteed to conveniently fit the same for the uses of the proposed school.

The school will commence on Wednesday the 26th inst.

Before leaving the States, the subscriber procured, at an expense of much time and pains, an ample supply of the most approved school books, with which those pupils who wish can be supplied at the school room.

The subscriber is permitted to refer to Mr. F. P. Fitts, Mr. Wm. W. Gallaer, Mr. Wm. Hooper, and the Rev. Mr. Wheeler.

The names of the Trustees will appear in a subsequent number of this paper.

J. C. PELTON.

On the day announced, I organized the proposed school with three pupils, sustaining it chiefly with my own means until March following, when the action of the City Council, embraced in the resolution following, temporarily relieved me from its support :

In meeting of Ayuntamiento, March 29th, 1850, it was, on motion of Mr. Green,

Resolved, That from the first day of April, A. D. 1850, John C. Pelton, and Mrs. Pelton his wife, be employed as teachers for the Public School in the Baptist Church, which has been offered to the Council free of charge, and that the average number of scholars shall not exceed one hundred; and that they shall be entitled to a monthly salary, during the pleasure of the Council, of five hundred dollars per month, payable each and every month.

The school became now permanently organized, and provided for by the following action of the city, April 8, 1850 :

AN ORDINANCE FOR THE REGULATION AND SUPPORT OF COMMON SCHOOLS.

1st. Be it ordained by the Common Council of San Francisco, That from and after the passage of this Act, it shall be the duty of J. C. Pelton, who has been employed by the Council as a public teacher, to open a school in the Baptist Chapel.

2d. Said school shall be opened from half-past 8 A. M. to 12 M., and from 2 P. M. until 5 P. M., and shall continue open from Monday until Friday at 5 o'clock P. M.

3d. The number of scholars shall not exceed the number of one hundred; and no scholar shall be admitted under the age of four, or over the age of sixteen.

4th. All persons desirous of having their children instructed in said school shall first obtain an order from the Chairman of the Committee on Education, and all children obtaining said order shall be instructed in said school free of charge.

5th. It shall be the duty of said Pelton to report to the Council on the first of each and every month the number of scholars and the progress of said school.

H. C. MURRAY.

F. TILFORD.

Contrast with the above the city of San Francisco and its circumstances of to-day—how changed the picture. San Francisco has become one of the prominent cities of the world; a great vital center, from which no region of earth seems remote, or is not reached by its pulsating life. Stretched far and wide, over an area of several leagues, spread out through broad valleys and clustered upon her seven hills, she is an object of wonder; most remarkable in her growth and history, and probably already more important to the civilization and interests of mankind than is now that great city which was once the proud mistress of the world. In our busy streets throng the jostling multitudes of every clime, Israelite, Christian and Pagan; at every step we meet the representatives of every nation and of every shade of civilization, custom, and taste. And we have here, too, our representative institutions, commercial, literary, social, benevolent, and religious; and second in importance to none of these, we have our thirty-six Public Schools, with their thirteen thousand three hundred and seventy-five pupils. These, better than all things else, and more truly, represent the public spirit and intelligence of our community; and thus, these argue most favorably for the future character of our people and the permanence of our prosperity.

How much of encouragement to all friends of true progress do we find in the present magnitude of our School Department, and the efficient condition of our Public Schools; how much to stimulate to renewed exertion and bolder effort in behalf of popular education of a still higher standard! But the limits of a report like this are intended more especially to embrace financial and miscellaneous statistics, exhibiting the condition and cost of the schools, and the practical details of our Department. The annexed statistical tables and financial memoranda will, I trust, also be read and examined with interest.

The following tabular exhibit shows a great deal in a very small space, and if carefully examined gives a good idea of what now constitutes the

PUBLIC SCHOOL DEPARTMENT OF SAN FRANCISCO.

GENERAL STATISTICS OF PUBLIC SCHOOLS OF SAN FRANCISCO, AS ORGANIZED NOV. 1, 1867.

Name and Character.	Location of Schools.	Character of Building.	Cost of Building.	When erected	Ownership ..	Size of Lot.	Size of Building exclusive of wings.	Cost of Instruction per pupil, mon'tly
No. Teachers								
No. of pupils in attendance								
No. of Rooms								
No. of Stories.....								
HIGH SCHOOLS.								
Boys' High School.....	Powell, near Clay.....	Brick & Wood	\$14,487 00	City... 11,300 00	1860 1854 Rented	32 x 88 30 x 70	2 2 42	4 5 2
Girls' High School.....	Corner of Bush and Stockton.....	Brick .....	.....	.....	.....	.....	.....	5 35
San Francisco Latin School.....	Corner of Second and Bryant.....	Wood .....	.....	.....	.....	.....	.....	5 35
TRAINING SCHOOLS.								
Normal Training Schools	Market, near Fifth.....	Wood	12,499 00	City... City	1867	100 x 190	50 x 50	3
City Training School	Corner of Bush and Stockton.....	Wood .....	.....	.....	.....	50 x 70	2	98
GRAMMAR SCHOOLS.								
*Lincoln	Fifth, near Market.....	Brick	93,940 00	City... City	1865 1864	190 x 175 137 x 137	63 1/2 x 141 1/2	3
*Demian	Corner of Bush and Taylor.....	Brick	62,864 35	City... City	1864 1854	137 x 137	61 x 98 1/2	19 145
*Union	Union, near Montgomery.....	Brick	33,321 00	City... City	1864 1861	137 x 137	46 x 99	3 15
*Bircon	Vassar Place, Harrison near Second.....	Wood	10,566 00	City... City	1861 1861	100 x 180 137 x 137	50 x 50 62 1/2 x 81 1/2	10 11
Washington	Corner of Mason and Washington.....	Wood	17,117 00	City... City	1861 1860	137 x 137	2 x 7	11 140
*Mission.....	Mission, bet. Fifteenth and Sixteenth.....	Wood	11,383 00	City... City	1860 1866	200 x 182 137 x 137	61 1/2 x 62 1/2 60 x 86	8 2
*Spring Valley	Broadway, bet. Larkin and Folk.....	Wood	13,423 00	City... City	1860 1866	137 x 137	7 x 84 8 x 86	9 8
Post, bet. Dupont and Stockton.....	Brick	412,000 00	City... City	1866 1867 1867	122 x 122 122 x 122 100 x 120	36 x 70 50 x 76 49 x 71	2 x 8 2 x 8 3 x 11	1 1 1
*Shortwell	Shortwell, bet. 22d and 23d.....	Wood	8,000 00	City... City	1867	100 x 120	324 x 7	1 1
*North Cosmopolitan.....	Filbert, near Jones	Wood	16,500 00	City... City	1867	100 x 120	639 x 12	1 1
PRIMARY SCHOOLS.								
Tehama	Tehama, near First.....	Brick	27,910 00	City... City	1866 1866	90 x 175 28 x 75	52 x 75	2 2
Lincoln	Corner of Fifth and Market.....	Wood	6,000 00	City... City	1866 1866	68 1/2 x 122 1/2 65 x 213 1/2	58 1/2 x 170 1/2	17 17
Broadway	Broadway, bet. Powell and Mason.....	Brick	12,000 00	City... City	1866 1866	122 x 122 137 x 137	12 x 12	1 1
Cosmopolitan (including ed. rooms on St. Marks Pl.)	Post, bet. Dupont and Stockton.....	Brick	8,043 00	City... City	1866 1863	80 x 125 115 x 175	37 x 37 50 x 76	13 12
Fourth Street	Corner of Fourth and Harrison.....	Wood	5,190 00	City... City	1863 1867	80 x 125 115 x 175	12 x 12	1 1
Eighth Street	Eighth, bet. Harrison and Bryant.....	Wood	8,000 00	City... City	1867 1867	115 x 175 137 x 137	16 x 11 50 x 76	23 12
Filbert and Kearny	Northwest corner Filbert and Kearny.....	Wood	8,000 00	City... City	1867 1867	137 x 137 200 x 120	435 x 8 551 x 7	8 8
Pine and Larkin.....	Southwest corner of Pine and Larkin.....	Wood	8,000 00	City... City	1867 1867	137 x 137 200 x 120	437 x 7 50 x 76	7 11

Powell Street	Powell, bet. Washington and Jackson	Wood	3,185 00	City ...	1851 68 $\frac{3}{4}$ x137 $\frac{1}{2}$	27 x 80 $\frac{1}{2}$	2	8 493 8
Hayes Valley	Grove, bet. Larkin and Polk	Wood	6,808 00	City ...	1862 137 $\frac{1}{2}$ x120	55 $\frac{1}{2}$ x 61 $\frac{1}{2}$	1	4 272 5
Tyler Street	Tyler, bet. Pierce and Scott	Wood	4,370 00	City ...	1867 100 x137 $\frac{1}{2}$	50 x 70	1	4 45 1
Bryant Street	Bryant, near Third	Wood .....	.....	Rented	.....	.....	4	235 4
San Bruno	San Bruno Road, near Toll Gate	Wood	3,517 00	City ...	1864 100 x200	29 $\frac{1}{2}$ x 46	1	1 77 1
Fairmount Tract	Fairmount Tract	Wood	2,638 00	City ...	1865 130 x125	29 $\frac{1}{2}$ x 46	1	1 30 1
West End	Near Six Mile House	Wood	1,585 00	City ...	1867 80 x168	35 x 24	1	1 32 1
Potrero	Corner of Kentuckly and Napa	Wood .....	.....	.....	1867 82 x150	.....	2	2 34
Pine	Pine, near Scott	Wood	2,180 15	City ...	1865 290 x100	29 $\frac{1}{2}$ x 46	1	1 85 2
Ocean House	Near Ocean House	Wood	2,167 84	City ...	1865 137 $\frac{1}{2}$ x137 $\frac{1}{2}$	20 $\frac{1}{2}$ x 46	1	1 74 2
Drumm Street	Corner of Drumm and Sacramento	Wood .....	.....	Rentod	.....	.....	21	1 43 3
Colored School	Broadway, bet. Powell and Mason	Wood	4,435 00	City ...	1861 69 $\frac{3}{4}$ x 91 $\frac{1}{2}$	30 $\frac{1}{2}$ x 75 $\frac{1}{2}$	1	120 2
Hyde Street	Corner of Hyde and Bush	Wood	3,700 00	City ...	1857 97 $\frac{1}{2}$ x137 $\frac{1}{2}$	37 x 97	1	1 117 2
							4	1 43
							

EVENING SCHOOLS.

Corner of Fifth and Market streets (Lincoln Building), two classes.....
Post street, between Dupont and Stockton (Cosmopolitan Building), one class (foreign).....
Broadway, between Powell and Mason (Broadway Primary Building), one class.....
Corner of Bush and Stockton (Girls' High School Building), one class (female).
Broadway, near Powell, one class (colored).....

* Including Primary Department.

† For new improvement of old building, and erection of a new Primary, and exclusive of cost of ground and improvements, \$35,000.

‡ Alteration and improvement of old building, and exclusive of cost of lot and old building. Present valuation o ground and improvements, \$35,000.

§ Established.
|| Vacant at present.

F I N A N C I A L .

SCHOOL FUND OF 1866-7—RECEIPTS.

1866—For the first quarter of the fiscal year.....	\$78,343 30
For the second quarter of the fiscal year.....	169,434 64
For the third quarter of the fiscal year.....	66,045 71
For the fourth quarter of the fiscal year.....	6,983 92
 Total.....	 <u>\$320,807 57</u>

DEMANDS UPON THE SCHOOL FUND OF 1866-7.

	First Quarter.	Second Quarter.	Third Quarter.	Fourth Quarter.	TOTAL.
Salaries of Teachers	\$52,510 05	\$53,353 78	\$52,610 67	\$51,400 25	\$209,874 75
Salaries of Janitors.	4,027 83	4,031 00	3,600 95	3,125 40	14,785 18
Marshals and Insurance	750 00	308 88	164 76	75 55	1,299 19
Clerks.....	450 00	450 00	450 00	450 00	1,800 00
Carpenters.....	690 85	750 00	750 00	750 00	2,940 85
Lights.....	182 19	214 51	318 87	197 50	913 07
Water.....	81 00	64 00	68 00	69 20	282 20
Furniture.....	1,500 00	1,748 27	3,340 29	474 62	7,301 01
Books and Supplies	1,800 00	1,032 94	1,857 17	162 45	5,476 90
Rents.....	3,906 83	3,760 00	1,952 33	1,414 50	11,033 66
Fuel.....	46 90	1,586 93	1,974 64	51 75	3,660 22
Repairs.....	1,285 57	3,099 42	2,728 26	821 98	7,073 06
Incidentals.....	1,040 00	255 83	504 50	415 00	2,215 33
Imp'ment of Streets	1,199 78	1,391 68	693 63	152 94	3,438 03
Improvem't of Lots	593 35	2,856 71	27 50	470 00	3,947 56
Removal of Legal Incumbrance...	2,250 00	300 00	.....	.....	2,550 00
Legal Services.....	.....	.....	.....	20 00	20 00
 Totals	 \$72,314 35	 \$75,203 95	 \$71,041 57	 \$60,051 14	 \$278,611 01

Total demands audited on the School Fund of 1866-7,

less demand of Lemon & Co., for \$67 50, canceled \$278,543 51
Demands not yet audited..... 1,000 00
Transfers to Sinking and Interest Funds..... 40,515 37

Total disbursements from the School Fund of 1866-7 \$320 058 88

RECAPITULATION.

SCHOOL FUND 1866-7, FOR THE CURRENT SCHOOL YEAR COMMENCING JUNE 30TH,
1866, AND ENDING JUNE 30TH, 1867.

Total receipts into School Fund 1866-67.....	\$320,807 57
Total disbursements.....	320,058 88
Balance on hand in School Fund, June 30th, after payment of all demands.....	\$748 69

PROOF.

Cash on hand, per report of Auditor, June 30, 1867..	\$20,990 77
Outstanding audited demands.....	\$19,241 98
Demands not yet audited.....	1,000 00
	20,241 98

Balance cash on hand, after payment of demands as above.....	\$748 69
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SPECIAL BUILDING FUND.

STATEMENT OF PROCEEDS OF SCHOOL BONDS AUTHORIZED BY ACT OF MARCH
17TH, 1866.

[Amount of Bonds authorized, \$275,000.]

The proceeds from the sale of these Bonds have been as follows :
1866.

June 23. From sale of 45 Bonds at 81 cents.	\$36,450 00
June 23. From sale of 30 Bonds at 82 cents.	24,600 00
	61,050 00
July 31. From sale of 20 Bonds at 81½ cents.	\$16,325 00
July 31. From sale of 15 Bonds at 82½ cents.	12,393 75
July 31. From sale of 15 Bonds at 84 cents..	12,600 00
1867.	41,318 75
Jan. 23. From sale of 50 Bonds at 83½ cents.....	41,750 00
April. From sale of 10 Bonds at 86 cents.....	8,600 00
April. From sale of 40 Bonds at 85½ cents.....	34,012 50
Interest on 50 Bonds from January 14th, date of bid, to February 18th, date of delivery..	284 13
Total proceeds of Bonds up to June 30th, 1867.	\$230,015 38

STATEMENT OF DISBURSEMENT OF PROCEEDS OF SCHOOL BONDS AUTHORIZED
BY ACT OF MARCH 17TH, 1867.

Appropriated for deficiency of 1865-66.....\$76,324 55
Appropriated for building expenses of 1865-6 6,138 00
_____ \$82,454 55

Expended for the erection of school buildings and purchase of school lots from July 1st, 1866, to June 30th, 1867, as follows:

Buildings—

For Tehama Street, near Second.....	\$28,324 52
For Filbert Street, near Jones.....	17,010 00
For Broadway Street, near Mason.....	12,470 00
For Broadway Street, near Polk.....	5,623 24
For Post Street, near Stockton.....	16,095 79
For Eighth Street, near Bryant (part payment).....	6,185 00
For Shotwell Street, near Twenty-fourth (part payment).....	6,005 00
For Union Street, near Montgomery.....	2,370 00
For Normal School, corner Fifth and Market Streets (part payment).....	1,000 00
For West End Plans.....	18 00
For services of architect, $5\frac{1}{10}$ months at \$150 and one month at \$100.....	865 00
	_____ 95,966 55

Lots—

Balance on exchange of a portion of School Lot 174 for property on Broadway, near Mason Street.....	420 00
For purchase of lot on corner of Pine and Larkin Streets, 200 feet on Pine by 120 feet on Larkin Street.....	5,989 76
For purchase of lot on Silver Street, adjoining Rincon Lot, 44 feet by 70 feet...	4,000 00
	_____ 10,409 76
Total demands audited upon proceeds of above Bonds.	\$188,830 86

STATEMENT OF SCHOOL BONDS.

17

RECAPITULATION OF STATEMENT OF SCHOOL BONDS AUTHORIZED BY ACT OF
MARCH 17TH, 1867.

Total proceeds of Bonds up to June 30,	
1867.....	\$187,015 38
Total demands audited upon proceeds of	
said Bonds up to June 30, 1867.....	\$188,830 86
Outstanding audited demands June 30,	
1867.....	5,018 00
Cash on hand June 30, 1867.....	3,202 52
	\$192,033 38
	\$192,033 38

Fifty Bonds, of \$1,000 each, are yet to be issued, from the proceeds of which, at 86 cents, may be realized \$43,000.

SUPPLEMENTARY STATEMENT OF SCHOOL BONDS OF 1866-7, UP TO SEPTEMBER 30TH, 1867.

To cash on hand June 30th, 1867.....	\$ 3,202 52
Probable receipts from sale of remaining 50	
Bonds, at 86 cents.....	43,000 00
Outstanding audited demands June 30, 1867	\$ 5,018 00
Demands audited since June 30, 1867.....	25,037 50
Balance due on Eighth Street building.....	1,000 00
Balance due on Pine and Larkin Street	
building.....	2,000 00
Balance due on Filbert and Kearny Street	
building.....	2,000 00
Balance due on Tyler Street building.....	1,870 00
Contract price of West End building.....	1,585 00
Purchase of lots on Silver Street.....	2,500 00
Extra work on Shotwell Street building....	631 70
Planking Filbert Street School yard.....	500 00
Grading Pine and Larkin Street lot.....	312 50
Purchase of Filbert Street lot.....	760 00
Balance.....	2,987 82
	\$46,202 52
	\$46,202 52

NOTE.—In this connection it may be appropriate to give a statement of School Bonds heretofore issued.

TOTAL ISSUES SINCE THE ORGANIZATION OF THE PUBLIC SCHOOL DEPARTMENT
(1849).

Date of Issues,	Amount Issued.	Amount Redeemed.	Amount Outstanding.	Rate of Interest	Annual Interest.	Annual Sinking Fund
1854.....	\$60,000	\$60,000	.....	.....	.....	.....
1860.....	75,000	20,500	\$54,500	10 per cent	\$5,450	\$5,000
1861.....	25,000	9,000	16,000	10 per cent	1,600	2,500
1866-7.....	225,000	15,000	210,000	7 per cent	14,700	15,000
	\$385,000	\$104,500	\$280,500	.....	\$21,750	\$22,500

I beg to call attention to the foregoing table and the facts it discloses. It will be seen that the present funded debt of the School Department amounts to \$280,500. The interest (\$21,750) and the annual Sinking Fund (\$22,500), apportioned for the redemption of the above Bonds, now annually amounts to \$43,250, and this large sum is deducted from our current School Fund—a heavy draft from a fund already inadequate.

SUMMARY OF STATISTICS OF THE PUBLIC SCHOOLS.

The number of Public Schools in our city (October 1st) is 36. Three High (one English for boys, one English for girls, and one Latin for boys fitting for college); nine Grammar (two for girls exclusively, one for boys exclusively, and six in which the sexes occupy the same buildings); twenty-four Primaries (in which are both boys and girls).

Increase of classes for the year..... 57

In the Grammar Schools, 23; in the Primary Schools, 34.

Increase in classes in two years, to wit: since June 30,

1865..... 98

In High Schools, 4; Grammar, 40; Primary, 54.

ATTENDANCE OF PUPILS.

Whole number of days which the schools were in session during the year.....	210
The present enrollment of pupils in the Public Schools is	*13,517
Increase in the total enrollment since June 30, 1865	6,386
Per cent. of increase in the total enrollment since June 30, 1865.....	.89 ₁₀ ⁴

*There are enrolled in the evening schools 315 scholars, making a total enrollment of 13,832.

The average number belonging to all the schools has been	10,846
High, 240; Grammar and Primary, 10,242.	
Increase for the year	2,152
Whole number of days' attendance during the year	2,098,921
Whole number of days' absence	132,775
Per cent. of absence on attendance . . . . .	.06 ³ ₁₀
Whole number of tardinesses	62,46
Per cent. of tardiness on attendance . . . . .	.02 ⁹ ₁₀
The average daily attendance has been	10,177
High, 235; Grammar and Primary, 9,633.	
Increase for the year	2,046
The average per centage of attendance, in all the schools, on the average number belonging, has been . . . . .	.93 ⁷ ₁₀
High, .97 8-10; Grammar and Primary, .94 2-10.	

CENSUS RETURNS.

The number of white children in the city between five and fifteen years of age, July, 1867, was	20,088
In the First District, 1,220; Second, 2,231; Third, 171; Fourth, 1,622; Fifth, 263; Sixth, 1,001; Seventh, 1,405; Eighth, 2,698; Ninth, 1,562; Tenth, 3,606; Eleventh, 2,564; Twelfth, 1,743.	
Number of negro children between five and fifteen years of age	165
Total number of census children between five and fifteen years of age	20,253
Number of Mongolian children under fifteen years of age	179
Total number between five and fifteen	20,432

SCHOOL ACCOMMODATIONS.

Supplied since July 1st, 1865, in new buildings—	
Class-rooms	122
Seats	7,365
Grammar seats	960
Primary seats	6,405
Increase for the year—	
Class-rooms	84
Grammar seats	600
Primary seats	4,380
Number of seats in rooms now rented, all Primary	340

Decrease during the year, all Primary.....	2,660
Total number of rooms supplied, both in buildings belonging to the city and in rented buildings.....	240
High, 12; Grammar, 104; Primary, 124.	
Total increase during the past year.....	52
Total increase during the past two years, to wit, since June 30, 1865.....	96

TEACHERS IN THE PUBLIC SCHOOLS.

The number of teachers employed, Sept. 30, 1867.....	253
Male.....	33
Female.....	220
Increase for the year.....	47
Increase in two years, since June 30, 1865.....	115
Number of teachers in the High Schools.....	11
Male.....	6
Female.....	5
Number of teachers in the Grammar Schools.....	97
Male.....	16
Female.....	81
Number of teachers in the Primary Schools.....	135
Male.....	2
Female.....	133
Number of teachers in the Evening Schools.....	6
Male.....	5
Female.....	1
Number of special teachers (male).....	4

TOTAL CURRENT ANNUAL EXPENSES—(MISCELLANEOUS).

Aggregate of expenditures, including salaries, fuel, care of fires and school rooms, books and stationery, etc....	\$320,058	88
Increase for the year.....	43,951	41
Increase in two years, to wit, since June 30, 1865.....	85,014	89
Grand total of expenses for the year ending June 30, 1867, including buildings and purchase of lots.....	508,889	74

COST OF TUITION.

The amount paid for tuition (teachers' salaries) during the year, has been.....	\$209,736	92
Including special teachers and substitutes.		
Increase for the year.....	26,201	84
Increase in two years, to wit, since June 30, 1865..	75,037	84

For the High Schools.....	19,799	88
<i>Excluding special teachers and substitutes.</i>		
Increase for the year.....	2,100	00
Increase for two years, to wit, since June 30, 1865..	7,599	95
<i>For the Grammar Schools.....</i>		
<i>Excluding special teachers and substitutes.</i>		
Increase during the year.....	1,240	20
Increase in two years, to wit, since June 30, 1865..	20,193	96
<i>For the Primary Schools.....</i>		
<i>Excluding special teachers and substitutes.</i>		
Increase for the year.....	26,662	20
Increase in two years, to wit, since June 30, 1865..	44,942	52
<i>For the teachers of penmanship and drawing.....</i>		
<i>Decreased during the past year.</i>		
<i>For the teachers of music.....</i>		
<i>Slight decrease during the year.</i>		

*TOTAL COST OF EDUCATION.

Average cost of each scholar in all the schools, for tuition, per year.....	\$19	34
<i>For salaries only, calculated on the average number belonging.</i>		
Average cost of each scholar in the High Schools, per year,	82	49
Average cost of each scholar in the Grammar and Primary Schools, per year.....	17	17
<i>Decrease for the year, per pupil.....</i>		
Average cost of each scholar in our Public Schools.....	29	50
<i>Including the whole expenses as above, excepting for erection of buildings and purchase of lots.</i>		
Decrease for the year, per pupil.....	2	26
<i>Resulting from the erection of schoolhouses, and the consequent saving of the payment of rents from the current fund.</i>		

SCHOOL FUNDS.

Current School Fund.....	\$320,807	57
Increase for the year.....	28,587	04
<i>Received from State School Fund.....</i>		
Increase for the year.....	12,597	95
Increase for two years, to wit, since June 30, 1865.	15,206	42

* The following apt remarks I find in one of the Eastern reports : "The subject of comparative statistics is one of general interest and importance; but, unfortunately, there is no common basis upon which we may arrive at exact results, in comparing one city with another. One gives the cost per pupil based on instruction only; another on cost of tuition and incidental expenses; while still another includes all of the foregoing, and six per cent. on all school property. Again, some find the cost per scholar, reckoning on the entire register, and others from the average attendance."

SPECIAL BUILDING FUND.

Total receipts into this Fund from the sale of School Bonds, to Sept. 30th, 1867.....	\$187,015 38
Expenditures to be credited to this Fund up to September 30, 1867, for contracts effected.....	<u>227,027 56</u>

The following statement shows the total receipts into the current School Fund during the past year 1866-67.

RECEIPTS IN DETAIL FOR THE YEAR.

The monthly receipts of 1866-67 have been as follows:

For July, 1866.....	\$21,846 77
August.....	42,515 37
September.....	13,981 16
October.....	133,497 25
November.....	19,975 26
December.....	15,962 13
January, 1867.....	8,937 32
February.....	56,465 07
March.....	643 32
April.....	586 87
May.....	5,099 68
June.....	1,297 37
Total.....	<u>\$320,807 57</u>

GENERAL REMARKS.

The foregoing statistics suggest a few general observations. It will be observed that the aggregate number of Public Schools, as shown in the first paragraph of the "Summary of Statistics," is less than the number given in former reports. This, however, by no means indicates diminution, but results from the transfer of detached and isolated classes from rented rooms (where each has heretofore been reckoned as a school) to the new buildings erected by the Department during the past year. In these new locations they have

been reorganized and permanently consolidated into large schools, as in the case of the Tehama Street Primary, which is composed of the classes which were formerly known as the Stevenson Street, Mission and Second Street, and Natoma Street schools.

THE INCREASE OF CLASSES.

The increase of 57 classes during the past year, or 98 since June 30, 1865, and the increase of pupils from 9,980 to 12,362, during the year just closed, or since June 30, 1865, to date, the increase from 7,131 to 13,517, and the increase in the number of teachers employed during the above periods (in one year 57, and in two years 115), clearly indicate the rapid growth of our School Department, and the increase of the population of the city; not that the latter corresponds entirely or very nearly with the former. This is not the case; for it will be observed that the total enrollment of pupils at the present date (October) is .89 $\frac{4}{10}$ per cent. greater than at the close of the school year ending June 30, 1865, a period of less than two and a half years; while the increase in the total population of the city has been as follows: Total population of 1864, 112,700; of 1865, 119,100; of 1866, 125,400, and of 1867, 132,000. The average increase for the last three years being .05 $\frac{3}{10}$ per cent. per annum. The increase in the total annual enrollment of pupils being an average of .23 per cent. per annum greater than the increase in the total population of the city.

It would at least appear from the foregoing statistics that a much greater proportion of the children of the city attend public schools at the present time than formerly. The following statistics are interesting in this connection:

PUBLIC AND PRIVATE SCHOOL ATTENDANCE.

	Total attendance in the Public Schools	School Children of the City between 4 and 18 years of age.	Per cent. of the number attending Public Schools upon the total census of School Children.	Number of Pupils attending Private Schools.	Per cent. of Pupils attending Private Schools on num- ber attending the Public Schools.
1864	.....	18,748	.48 4-10	4,823	.53 1-10
1865	8,000	20,581	.38 8-10	5,450	.68 1-10
1866	10,153	*17,369	.58 4-10	4,403	.43 3-10
1867	13,385	*20,253	.66 8-10	4,165	.31 1-10

* Between 5 and 15 years of age.

It will be observed that the per centage of pupils in attendance in the public schools on the total number embraced in the census returns has steadily increased, and during the last two years from $.38\frac{8}{10}$ to $.66\frac{8}{10}$, while the per cent. of children in private schools on the number of those attending public schools has decreased as rapidly, particularly during the last two years, to wit: decrease last year from $.68\frac{1}{10}$ to $.43\frac{3}{10}$, and for the year just closed from $.43\frac{3}{10}$ to $.31\frac{1}{10}$, or in the two years past from $.68\frac{1}{10}$ to $.31\frac{1}{10}$, more than 100 per cent. in the two years.

I have in former reports frequently called the attention of the public to the very rapid growth of our School Department, and especially to the disproportionate increase of public school children, as compared with the population of the city, and more especially as compared with the taxable property of the city, (which latter is the important consideration in this connection); yet I feel that I should again urge these highly interesting and suggestive facts upon the Honorable Board of Supervisors, and again commend them to the friends of our Department and to the public; for as our schools become so excellent, and find so much favor with all classes of the community, and increase so rapidly, it is obvious that there should also be a corresponding increase in the funds raised for their support. We have not heretofore been thus favored.

THE FUNDS.

The current school fund for 1865-66 was \$292,220 53, an increase of \$1,578 75, or .05 per cent. on that of the preceding year; while the increase of scholars attending public schools during that year was 2,153, equal to .27 per cent.

The school fund for 1866-67, the year just closed, was \$320,807 57, an increase of \$28,587 04, or $.09\frac{4}{10}$ per cent. on the fund of the preceding year; the increase of our pupils for this year was 3,232, or equal to $.31\frac{8}{10}$ per cent. It requires no farther argument to explain the embarrassments which have frequently attended the School Department. To keep the schools open the whole of the past year, justly afford the facilities of education to *all* applying, pay our teachers undiminished salaries through the entire year, and meet all the miscellaneous and inevitably large expenditures of our Department, has required good financiering—the most rigid economy; and these have been exercised, whatever may, from political

or personal motives, sometimes have been ungenerously said or written to the contrary. I can scarcely conceive how public trusts could have been more regarded, the public interest more faithfully subserved, and its funds more judiciously applied than has been done by the Board of Education during the past two years. In the management of its affairs, economy, sometimes almost amounting to parsimony, has been the constant rule. Except for the relief afforded by the building fund granted by the last Legislature, (a large amount, though inadequate to our wants), the schools could not have been thus sustained through the year. A large *deficiency* at the close of each year, or the suspension of the schools for a considerable portion of each year, would otherwise have been unavoidable. The rents saved by the erection of new buildings have given important aid.

But our building fund, so essential heretofore, and indispensable hereafter, is now exhausted, and yet the demand upon us for more room is unceasing. Applications for admission to schools are made in large numbers daily, in almost every portion of the city. In the southern and central districts especially, the class-rooms are already crowded to excess, and still they come; and the teachers, in anxiety, almost in consternation, are vainly asking for more room, more seats for pupils, and more assistance to instruct them. From the census returns* it will be seen that there are 20,088 white children between the ages of five and fifteen years, who are entitled to admission into the public schools, and to the enjoyment of the common benefits of the school fund; and besides these the special school law of this city entitles all youth between the ages of fifteen and eighteen years to the same educational facilities as are provided for those between five and fifteen. Of this latter class there are probably five to eight hundred. There are also 165 negro and 169 mongolian children in this city between five and fifteen years of age, who, in justice, and with due regard to good policy as well as law, should be provided for. How the means, to the necessary amount, are to be procured to meet the increased demands upon the School Department for enlarged facilities, and the employment of a large number of additional teachers, is a question yet to be solved, and one which should be at once considered.

The following financial statistics must concern the members of the Board of Education for the ensuing year, and my successor elect, the executive officer of the Department:

* It will be interesting to those who have pleasure in watching the growth of the city, to examine attentively the comparative census statistics found in the appendix.

ESTIMATE OF THE PROBABLE RECEIPTS AND DISBURSEMENTS FOR THE FISCAL
YEAR 1867-68, AS PER REPORT OF FINANCE COMMITTEE OF 1867.

Estimated revenue from taxes, as per estimate of the Auditor.....	\$280,000 00
Estimated poll taxes.....	2,500 00
Estimated dog taxes.....	1,000 00
Estimated rent of school property.....	600 00
Estimated evening schools.....	200 00
State Apportionment, estimate of State Superintendent.	60,000 00

DISBURSEMENTS, AS PER ESTIMATE OF THE FINANCE COMMITTEE
OF THE BOARD OF EDUCATION.

For salaries of teachers.....	\$240,552 00
For salaries of janitors.....	13,200 00
For salary of Secretary, fixed.....	1,800 00
For salaries of carpenters, estimated....	2,500 00
Rents, estimated.....	2,000 00
Insurance, estimated.....	3,000 00
Lights, estimated.....	1,200 00
Water, estimated.....	300 00
Books, supplies, advertising and printing, estimated	11,000 00
Fuel, estimated.....	4,000 00
Incidentals, estimated.....	2,300 00
Furniture, estimated.....	14,000 00
Repairs, estimated.....	3,000 00
Transfer to Interest and Sinking Funds, fixed	42,500 00
District Library Fund, say.....	1,500 00
Census Marshals.....	1,448 00
	<hr/>
	\$344,300 00
	<hr/>

THE FIRST QUARTER'S ACTUAL RECEIPTS AND DISBURSEMENTS, FOR THE
PRESENT FISCAL YEAR, 1867-68.

Receipts.....	\$83,690 34
Disbursements.....	81,456 25

The foregoing shows the receipts and disbursements of the School Department for the *first* quarter of the present fiscal year (1867-68,) and the estimates of the Finance Committee for the *whole* year. The agreement of the disbursements with the estimates is as near as could reasonably be expected. With reference to street improvements, the Committee had no data upon which to base their calculations ; this item was therefore omitted. It is believed that the estimates, as a whole, will at the end of the year be found to have been very carefully considered, and as nearly correct as such calculations can be expected to be. It is my opinion that the amount estimated for teachers' salaries is somewhat too low ; the demands upon the Board for a constantly increasing number of teachers has not, I think, been entirely appreciated even by our committee.

It is gratifying to note that the cost of instruction of pupils has decreased considerably in the last year, to-wit: Average cost of each scholar in all the schools, for tuition (for salaries only), calculated on the *average number belonging*, from \$21.09 to \$19.34. But this decrease in the cost of instruction should mislead none in regard to the rapid increase of the total expenses of the Department ; for as elsewhere clearly shown, the *increase* of school pupils has been much more rapid than the decrease in the cost of instruction. It is also gratifying to note, from the expenses of the past two years, as well as from the above estimates, that the ordinary expenses of the Department, teachers' salaries and wages of other employés, expenses of furniture and repairs, books, supplies, etc., can, with strict economy, and without lessening the efficiency of the schools, be brought within the amount of the *current fund*. All other expenditures of our Department, for rents, building and other permanent improvements, interest on school bonds heretofore issued, and the sinking funds for the redemption of said bonds, should be provided for from sources independent of the current fund raised by taxation and State apportionment.

The great and indispensable necessity of the Public School Department of this city is a

SPECIAL BUILDING FUND.

It has become customary to apply the term "Special Building Fund" to the moneys secured from the sale of the school bonds issued under the authority of an act of the last Legislature ; and

this title suggests a fund which should be as independent, regularly provided and permanent as any other pertaining to the city government. It should be annually raised, and so much as required be set apart and devoted exclusively to the erection of schoolhouses.

If from a regular building tax more should be raised in any one year than required for building purposes for and during that particular year, it could be placed at interest by competent authority, and called in when wanted; or otherwise devoted to the redemption of bonds outstanding. The last issue of school bonds having been already devoted to building schoolhouses and the payment of the outstanding indebtedness of the School Department when they were authorized, issue of Bonds or other means for meeting the increasing wants of the School Department must be devised by the next Legislature, or serious embarrassment will soon overtake the schools and those who conduct them. The regular increase in the population of the city, warns us that the building of schoolhouses is a work which can scarcely be suspended.

These schools for the peoples' children, the nurseries of morality and intelligence, must be kept perpetually increasing, in every valley and on every hillside of our rapidly spreading city.

The history of the School Department since its organization, or rather an examination into its financial history, proves conclusively that the school tax has never been fixed at a rate sufficient to raise a current fund for the efficient support of the schools, and for the building of schoolhouses also. The ordinary current tax, as now provided, will as elsewhere stated, with the exercise of great economy, support the schools, and that is all it will do. Subtract the smallest amount from the ordinary current fund for other than current disbursements for the support of schools, and to that extent they will be embarrassed or temporarily closed, or else a deficiency will be created.

Public schoolhouses, like other public buildings, should be erected without encroaching upon the school fund, either directly by special appropriations therefrom, or indirectly, as heretofore, by issuing bonds, *the interest upon which and the sinking fund for their annual payment has to be set apart from said school fund.* It may be noted here, that the grading of school lots and improvements of streets about all school lots and schoolhouses, have with strange absurdity always been paid from the school fund. Considering the large annual amount of these improvements in a new and rapidly growing

city like ours—and remembering, too, the very large sum that has now annually to be set apart from our current fund to meet the *interest* on the school bonds heretofore issued and now outstanding, and the amount annually to be set aside for a *sinking fund* for the redemption of the bonds at maturity, all taken from the current fund which has been raised for the support of the schools—few, I imagine, understanding these facts, will wonder that we are so frequently embarrassed, and that school bonds affording a temporary relief are so often called for.

MISCELLANEOUS SUGGESTIONS AND RECOMMENDATIONS.

SCHOOLHOUSES AND INCREASED ACCOMMODATIONS.

Notwithstanding the large number of new schoolhouses erected during the past eighteen months (mostly for Primary Schools,) the supply is yet by no means equal to the demands of the Department. During the coming year the Grammar and High Schools require early attention; the necessary means should be secured, and the following buildings at once erected. These improvements are now pressing wants of the Department.

1st. BOYS' HIGH SCHOOL.—The necessary lots, corner of Clay and Powell Streets, adjoining the one recently purchased by the Department, should be secured and a building erected, for the farther and better accommodation of the Boys' High School, which is already crowded. The proposed addition should also furnish accommodations for the Latin School, which is at present inconveniently located in a rented building at South Park; rent, \$50 per month.

2d. GIRLS' HIGH SCHOOL.—A suitable building should be erected for the Girls' High School, and the Training School now connected with the High School. These schools are at present compelled to occupy four detached buildings, and a fifth will soon be required. The inconvenience of this arrangement, especially in bad weather, and the necessity for an improvement in their external condition is too apparent to require discussion.

3d. THE COSMOPOLITAN SCHOOLS, POST STREET.—The Cosmopolitan Grammar School, in the old building, has seven classes with

sufficient pupils for eight. When the next examination of the fifth grade in the Cosmopolitan Primary occurs, two other classes will be added to the Grammar Department, making ten, without considering any to be formed by new applicants, which it will be safe to calculate as equal to one additional at the end of the next term. Where are they to be placed? The Grammar building is already more than filled, and the Primary School has now eleven classes, though the building contains but six class rooms. At the end of next term, if new applicants are to be admitted, this number will doubtless be increased to fourteen or fifteen classes. In both schools, then, at the end of the next term, there will be twenty-two and probably twenty-five classes. But both buildings have only fifteen class rooms. It will therefore be seen that additional accommodation for these schools is an absolute necessity. I would urge the erection of a building for the Grammar School of twelve or more class rooms, and the surrender of both the present buildings to the exclusive use of the Primary classes, which by the end of the next term will fill both to repletion.

4th. COSMOPOLITAN SCHOOL, FILBERT STREET.—This school, though organized but three months since, with six classes, now has twelve, and all more or less crowded. The old building on Greenwich Street, recently vacated, should at once be repaired or rebuilt for the reception of new applicants to the above school, and to form a branch of it. The building contains four rooms not very unsuitable for use; two are good. There are also two basement rooms, quite habitable in good weather. The lower grades could here be well and comfortably provided for. This would allow the new building to be used by the higher grades of the school, and soon by the Grammar Department exclusively.

5th. THE RINCON GRAMMAR SCHOOL.—A suitable building for this school was one of the very first which the present Board determined to erect. Owing to the difficulty of procuring an eligible lot upon which to build, nothing has yet been accomplished but the purchase of ground partially sufficient for the proposed building. The crowded condition of the Primary Schools in the Rincon District, and in the southern portion of the city generally, should receive the earliest attention possible. In this district we are occupying an engine house on Bryant Street, from which we may be compelled at

any moment to remove. Erect a new building for the Grammar School, and the old building will then afford room for the Bryant Street School, and also for the isolated classes at present on Silver Street. In these schools there are now already organized six classes ; two others will probably be formed before the proposed building can be erected, and these, with the six now organized, will fill the building now occupied by the Rincon Grammar School.

6th. SCHOOLHOUSE ON NEW OCEAN HOUSE ROAD.—Another small house should be erected for the accommodation of residents on the new Ocean House road, far beyond the toll-gate, and yet too far this side of the Ocean House School to be accommodated by it. The wants of this neighborhood have already been too long neglected.

7th. A PRIMARY ON THE PRESIDIO ROAD.—A building of perhaps four class rooms, should be erected on Fillmore near Greenwich Street. The old Spring Valley Schoolhouse is too far from the central part of the district to suitably accommodate the larger portion of the residents and parents. The old Spring Valley Schoolhouse should be at once repaired.

8th. COLORED SCHOOL—NEW LOCATION.—A new location and new building should be secured for the Colored School, in some more central portion of the city. One Colored School will for several years be sufficient for the whole city ; but it is quite evident that it should be so located as to be available for those requiring its advantages. The present location is unsuitable ; besides, its proximity to the Broadway Primary is found objectionable.

9th. A CHINESE SCHOOLHOUSE.—The Chinese School, elsewhere spoken of, should be provided with a suitable building in some central location. I suggest the vicinity of Sacramento and Powell Streets..

10th. THE MISSION GRAMMAR SCHOOL building should be enlarged by the addition of four class rooms. This improvement was once decided upon.

In this connection I offer another suggestion, that the Board of Education be relieved of the burdensome responsibility of

BUILDING SCHOOLHOUSES

I propose this for two reasons :

1st. The Board of Education has enough to attend to in the prop-

er care and supervision of the schools, and in the efficient management of the varied interests of the Department, exclusive of the erection of schoolhouses.

2d. The building of schoolhouses entails duties and responsibilities which do not harmonize with the other and more legitimate responsibilities connected with the proper conducting and management of the schools. The amount of business necessarily involved in the erection of school buildings is very great, and requires a corresponding amount of time and attention from Directors. This time, subtracted from that which is necessary for the suitable care and supervision of the schools, results in their great loss, if not in absolute neglect, as is sometimes apparent. And farther, I beg to suggest that the building of schoolhouses has frequently been observed to attract to and into the Board of Education elements and influences which, to say the least, have been unnecessary and inappropriate to the care of the schools, and often exceedingly unfavorable to their welfare. The contracts for labor and building material, and claims of rival architects, have heretofore often been a source of serious mischief to the School Department, and consequently the schools themselves. In this connection I respectfully again call attention to the unnecessary *engagement of carpenters* as regular employés of the Board. I believe this to be the most expensive plan which could be adopted to secure the work absolutely necessary to be done. When furniture is required, or fences are to be erected, yards planked, or other work performed, I believe it would be found much more economical and every way more satisfactory to let such work out to competition, to be done under contract, or otherwise when regular contracts would be undesirable or impracticable. I do not wish to charge that there has ever been intentional extravagance in the purchase of materials, or in repairs and other work performed, or that there has been carelessness or waste of time; but I do think there has often been in many respects a lack of true economy in this carpenters' department. Whatever the Board requires it can obtain with facility and more economy, otherwise than by the constant employment of a regular force of carpenters and other mechanics.

SALARIES.

Heretofore when embarrassments have overtaken our department—almost always in consequence of the disbursements from the school

fund, of some extraordinary character, for buildings, street improvements, etc., which rightly considered have no relation to the regular support of schools—it has sometimes occurred to our Board and others, in their search for opportunities of retrenchments, that the teachers' salaries might without injustice be slightly reduced from the present rates, at least so far as several grades are concerned; but this fact should be borne in mind, that no proposition for a general reduction of salaries has ever been discussed or entertained in the Board of Education, since my connection with the department. No one I am confident, now connected with the department believes that the gross amount paid to teachers can scarcely, if at all, be reduced; in fact, as others are employed without diminution of rates, it must be increased. I have on several occasions, unfortunately for myself, perhaps, brought the subject of salaries before the Board of Education, believing as I still do that our present schedule is not wise or just in its rates, not sufficiently discriminating in favor of known ability, experience, and well proved success. It is not just to those who have identified themselves with our department and made teaching their profession from year to year; but the subject has no sooner been brought before the Board, than a general apprehension has been awakened that the salaries of teachers were to be reduced. Then have commenced the general criticisms of the press and of the people; the cry of injustice, parsimony, meanness, etc.; personal appeals and intercession with the members of the Board; and thus needed and just action has been defeated. On such occasions we are at once assured that the salaries of our lady teachers are too low, entirely unremunerative, a mere pittance, and that the salaries paid to the gentlemen are excessive, almost profligate in liberality. What has at any time given this sudden nervous fear of a general reduction, I am at a loss to imagine, for neither myself, nor to my knowledge has any member of the Board ever advocated such action, (a policy which all who are well informed upon the subject concede to be uncalled for, if not unjust and injurious), false accusations to the contrary. I once prepared a graduated schedule of salaries for circulation among the teachers of the department (it was never before the Board), and it was generally approved. I would again call attention to the propriety of a more discriminating, and to the older teachers a more generous schedule of salaries, and urge its early consideration and action. Our present schedule is entirely behind the times; it scarcely dis-

criminated at all in favor of knowledge, success and professional experience—that which in every other known profession is strictly regarded and reasonably rewarded. To assist in the better understanding of this subject I beg to call attention and commend for careful examination the following.

SCHEDULE OF TEACHERS' SALARIES,

	Per month.	Per annum.
Principal of Boys' High School.....	\$208 33	\$2,500 00
Teacher of Mathematics in Boys' High School.....	175 00	2,100 00
Teacher of Modern Languages in Boys' High School	150 00	1,800 00
Teacher of Belles-Lettres.....	100 00	1,200 00
Principal of Girls' High School.....	208 33	2,500 00
Assistants in Girls' High School.....	100 00	1,200 00
Principal of Latin School	208 33	2,500 00
Assistant in Latin School	150 00	1,800 00
Principal of Grammar School.....	175 00	2,100 00
Sub-Master in Grammar School	125 00	1,500 00
Male Assistant in Grammar School.....	100 00	1,200 00
Head Assistant in Grammar School	83 33	1,000 00
Head Assistant in Primary School	72 50	870 00
Special Grammar Assistant in Grammar School	80 00	960 00
Assistant in Second Class of Grammar School.....	75 00	900 00
Assistant in Grammar School.....	67 50	810 00
Principal of Primary School of twelve Classes.....	115 00	1,380 00
Principal of Primary School of six Classes	100 00	1,200 00
Principal of Primary School of four Classes.....	85 00	1,020 00
Principal of Outside School of two or more Classes.....	75 00	900 00
Principal of Outside School of one Class.....	70 00	840 00
Principal of Colored School	100 00	1,200 00
Principal of Chinese School	80 00	960 00
Assistants	67 50	810 00
Teacher of Music.....	150 00	1,800 00
Teacher of Penmanship and Drawing	150 00	1,800 00
Probationary Teacher, 1st six months, \$300.....	50 00	{ 630 00
Probationary Teacher, 2d six months, \$330.....	55 00	

Let the above rates be examined as compared in the following

MISCELLANEOUS SUGGESTIONS.

35

TABLE OF COMPARATIVE SALARIES.

Boys' High School.		Girls' High School.		Boys' GRAMMAR SCHOOL.		Girls' GRAMMAR SCHOOL.		PRIMARY SCHOOL.		Teacher of Drawing....		
Principal	Assistant	Principal	Assistant	Principal	Assistant	Principal	Assistant	Principal	Assistant	Principal	Teacher of Music	
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.		
\$ 4000 to3000	\$ 2500 to3000	\$ 2000 to2500	\$ 3500	\$ 2500 to2000	\$ 3500	\$ 2000 to2500	\$ 3500	\$ 2000 to1800	\$ 3000 to1800	\$ 2000 to1800		
** New York	** Boston	** Chicago	Philadelphia	Baltimore	Cincinnati	St. Louis	New Orleans	Lowell	San Francisco	San Francisco		
.. 1800 .. 2200 .. 2000 .. 1500 .. 1800 .. 1760 .. 1500 .. 1500 .. 1500 .. 1800 .. 1800 660 .. 700 .. 1000 .. 1500 .. 600 .. 660 .. 1200 .. 500 .. 1200 .. 1200 1600 .. 1900 .. 1000 .. 1500 .. 600 .. 660 .. 1020 .. 500 .. 1200 .. 1200 1600 .. 1300 .. 1000 .. 1500 .. 600 .. 660 .. 1020 .. 500 .. 1200 .. 1200 550 .. 550 .. 650 .. 380 .. 340 .. 550 .. 600 .. 400 .. 400 .. 500 .. 550 550 .. 550 .. 700 .. 300 .. 300 .. 700 .. 660 .. 660 .. 660 .. 600 .. 600 500 .. 500 .. 700 .. 300 .. 300 .. 700 .. 660 .. 660 .. 660 .. 600 .. 600 500 .. 500 .. 700 .. 300 .. 300 .. 700 .. 660 .. 660 .. 660 .. 600 .. 600 500 .. 500 .. 700 .. 300 .. 300 .. 700 .. 660 .. 660 .. 660 .. 600 .. 600 340 .. 340 .. 450 .. 380 .. 380 .. 450 .. 500 .. 500 .. 500 .. 400 .. 400 300 .. 300 .. 400 .. 300 .. 300 .. 400 .. 500 .. 500 .. 500 .. 300 .. 300 300 .. 300 .. 400 .. 300 .. 300 .. 400 .. 500 .. 500 .. 500 .. 300 .. 300 ..	
\$ 3000 to2500	\$ 2000 to3000	\$ 1500 .. & 1800	.. 1500 .. & 1800	\$ 1100 .. \$1800	\$ 1100 .. \$1800	\$ 1100 .. \$1800	\$ 1100 .. \$1800	\$ 1100 .. \$1800	\$ 1100 .. \$1800	\$ 1100 .. \$1800		
** Boys' and Girls' High School combined.	** Grammar and Primary Schools combined.	* Boys' and Girls' High School combined.	* Vice Principal.	† Vice Principal.	† Male.	† Female.	In most of the above cities an increase of salaries has been urged from year to year. The present rates are generally regarded as quite inadequate to the labor performed, and to the responsibility attending the position of teachers, and to the almost universal increase in the cost of living.					

COMPARATIVE SALARY STATISTICS.

Let the above table be carefully examined. It will be seen that our rates of salaries for female teachers are as a rule not more than they should with justice be paid—they are not over generous; but compared with the most liberal rates of any other city in the Eastern States, or perhaps in the world, they appear *extremely* liberal. I would also call attention to the rates of salaries paid to our female teachers as compared with those received by our male teachers. And for the credit of our Department and our city and State I invite attention to the proportion which these salaries of male and female teachers bear to each other in our Department. Let those interested compare the proportion they bear to each other with that exhibited between the salaries of male and female teachers in Eastern cities. This comparison must satisfy all that in California the services of our lady teachers are somewhat suitably appreciated and rewarded. This cannot with the same truth be said in reference to the annual compensation which our Board awards to the gentlemen whom it employs. They are not as well paid as they would be in New York or in other Eastern Cities. These gentlemen of ability and enterprize who consent to ignore the more lucrative occupations—those professions and fields of labor in which ordinary success is attended with much greater rewards and higher distinctions—should be more liberally compensated than at present. In what other profession in our city would a man of good ability and fair industry be satisfied with \$2,100 per annum? and yet what profession requires better talents, more varied learning and constant reading and study, or a greater amount of industry and constant labor (and that too of the most wearing and wasting character), than that of the faithful teacher.

OF PUBLIC SCHOOLS.

THE GRAMMAR SCHOOLS.

These schools are, as is often expressed, the people's colleges. In these the mass of our children obtain their main culture, reach the end of their school career, complete the course commenced in

the Primary Schools, and finish their education. However incomplete this course ; however unfinished that great work which *should* commence in the earliest moment of life, and continue till its last sun sets ; *here*, for the most part, books are closed and school tasks are laid aside. However unpractical and superficial their knowledge ; however careless and inapt their preparation for life ; they leave school, and with what they have and what they are, they become our citizens—to adorn society ; to add to its intelligence, its enterprise, its industrial and intrinsic wealth ; or else become unproductive elements in its turbid mass, the burdens, not the blessings, of the State.

How important, then, that the Grammar Schools have that character which shall best fit them to supply the necessary, and the best possible training and educational development for our boys and girls. Have they that character at the present time ? Good, or excellent as they are ; complete as seems to be their organization and course of study ; faithful and zealous as are our teachers, and good as is the instruction given, are they still just what they ought to be, considering the objects which they should subserve ? From my observations I am compelled to say that they are not. Much yet remains to make them just what they may and should be made.

I will briefly suggest that the course of study in the Grammar Schools is not sufficiently practical. There is too much mere abstract teaching ; too much of text-book routine work. Perpetually memorizing that which is abstract and incomprehensible is simply mere time-killing, intellect-suffocating and stifling, mind dwarfing—little or nothing more. I have seen these results, and am not mistaken. I do not much blame teachers ; they teach as they are required to teach and as they have been taught. They “bring up their pupils” in the prescribed manner ; they “take the classes through” the prescribed pages and chapters of the prescribed and inexorable text-book—and they do all in schedule time. What fault, then, can be charged upon teachers ? Their classes pass the examinations ; they spell, they “say their tables,” they “analyze” and “parse,” they go glibly through with and correctly apply the rules of grammar. They solve their questions in arithmetic, explain the almost unexplainable rules, formulas and principles of fractions and duodecimals, per centages, and the roots. And in history they give you the longest catalogues of battles and sieges, attacks and re-

pulses, of marches and counter marches of armies in this campaign and that. In geography they are ready with exceeding volubility to give the names and localities of common and of unheard of towns, and rivers, and mountains, small or great, important or otherwise, all the same. Yet I am presumptuous and radical enough to say that our boys and girls are not as well *educated* as they should be in our Grammar Schools. There is a want of wholesome *culture*, a want of a suitable *practical* preparation for the ordinary vocations of an intelligent society, and for the successful discharge of its common duties.

Hours upon hours, days upon days, months upon months, and I might say years upon years, are wasted upon matter which has no real value except in "passing examinations"—upon abstractions which are meaningless, and which are at once gone and forever dead when the textbook is finally closed. This need not be so, and *should* not be so. With so much that is real, practical and useful to be learned, there is no necessity or propriety, or to the pupil justice, in this waste of the golden moments and opportunities of childhood and youth.

Examine the questions (in the appendix) upon which pupils of our Grammar Schools are examined for graduation. What do they call for? Is it that kind of knowledge that will in future life be most useful to them? and which they might have learned in the six, seven, or eight years' Grammar School course?

I submit these queries to thoughtful educators and an intelligent public.

PRIMARY SCHOOLS.

In the Primary Schools there exists to some extent the same fault as noted in the Grammar Schools. But here we expect to meet with much to be memorized. The minds of young children are prepared for this work. Much time must and should be consumed in spelling—in the endless repetition of and drill upon spelling lessons. Here the troublesome arithmetical tables must be learned—not those tables found in most of the higher arithmetics, of compound numbers, many of which are obsolete and useless, seen and learned no where except in the books—but those which must be memorized, and with most economy of time, in childhood.

In the Primary School, almost entirely, should correct habits of reading be formed, and this requires some drilling. Other exercises in

the Primaries require more or less of memorizing, though the *practical* should constantly and as much as possible be interwoven, at every step, in everything learned. Children learn by appeals to their senses, their eyes especially, much more naturally and hence better than by appeals to their understandings. In all our schools, I think, there is far too much abstract arithmetic; it is made too prominent in the course. (It has occurred to me that they would be appropriately called "arithmetic schools.") More essential benefit would result to the small children, if a portion of the time now consumed in constant repetition of abstract facts were employed in counting beans or playing marbles—in dealing with something in the natural and tangible world, with which they might associate some correct ideas. With the universe of nature overhead, and on all sides, upon which the opening, ever eager, and curious eyes of children are constantly directed with interest and delight—in the world where there is so much that is real, useful, and beautiful to be learned by children, it seems strange that they should be so generally insulted with husks from text-books; their God-given senses practically disregarded, their instincts stultified with the dry, tasteless, senseless, and useless lessons and recitations (often ill adapted and undigested), while a living, intelligent, communicative human being is associating with them as their *teacher*.

But while I call attention to this evil, or what seems to me to be such, I am aware, as elsewhere remarked, that while teachers are bound by the strict requirements of our manual, they will to a large degree confine themselves to the text-book lessons, in accordance with which their classes are to be examined. Not many teachers will exert themselves beyond this. Should an earnest, intelligent teacher take a class over work that is not specified in the "Manual," no matter how interesting or instructive, what credit does he or she receive for it? One of our teachers has repeatedly taught her classes the beautiful classification and arrangement of Natural History, after she had thoroughly drilled them to pass the required examination. Yet what award did she win otherwise than the pleasure of imparting knowledge that was loved and appreciated by her pupils? Therefore, I say, we cannot expect teachers to exert themselves beyond what they are asked to do, and the present form of teaching and examining should be at once changed.

In my report to the Board of Education, I shall endeavor to point

out *special* defects in our present system and methods of instruction, and in the text-books now in use, and shall attempt to suggest required and practicable improvements. To that Board the recommendations which I have to make in this connection will be more properly addressed.

SCHOOLS HAVING SPECIAL OBJECTS.

We have a city of a very mixed character, composed of people of various nationalities, religious opinions, customs, and other peculiarities ; I might perhaps add that it has its prejudices, also.

It is well that a school system may be flexible, for here it must bend somewhat to meet the wants and gratify the various tastes and sentiments of a people like ours. If it did not do this, it would fail, for large minorities of citizens, representing the sentiments and wishes of particular classes of the community, will not long cheerfully come forward with their liberal contributions to the public fund, unless they have some direct interest and participation in the institutions supported, and in the benefits they afford. Otherwise murmurings and discontent will surely follow, and sooner or later, a question of time merely, absolute and open opposition will be raised. At first, this opposition may be insignificant, may be disregarded ; but at length it becomes formidable, and then endangers the very existence of the system opposed. Not perceiving, or seeing yet not heeding these facts, has caused much trouble in other States and communities in our own country in regard to common schools.

Let us not wreck our system in this State, or in this city, by failing to avoid the rock on which others have foundered ; and we have been already sufficiently forewarned. Let us take heed, that our system be generous in its provisions, liberal in its organization, and complete in its adaptability ; adjusting itself to our people as they are, meeting the demands of San Franciscans, whether they be or be not the same as exist in Boston, Chicago, New York, or elsewhere. With these views, while I of course give primary importance to the elementary or primary schools of our Department, I have not overlooked the wishes of those citizens who have desired the advantages of our schools of *special* character—those which meet special but really existing wants of citizens.

At the commencement of my term of office there were only 7,131 pupils in all the public schools, and in the various private schools there were at that time 5,450 pupils. I had studied the question enough to understand that no good system of schools could long be maintained with so large a proportion of our citizens giving their interest, sympathy, and support to private institutions.

As before remarked, I give paramount importance and chief consideration to the essential features of the old-fashioned and ever honored school system of New England, and the older States, and regard the primary and lower grades of schools as worthy of and entitled to our first and chief attention. This consideration has governed our Department for the past two years most essentially. Of the \$135,868 devoted to the erection of new school buildings, \$126,257, or more than nine-tenths, have been expended on primary schools. For this class of pupils accommodations have been secured for 6,405 pupils, while for those of higher classes or grades only 960 seats have been provided. Still, on the importance of Primary schools I would not build up and force an argument against higher and not less important branches and parts of our system, and thus *needlessly* cripple those schools, which are an ornament to our Department, which constitute its brightest and most attractive features. In short, I would not excise the head to give greater vitality to the body. Hence I have urged, and do still, the support of the High Schools, and the Latin school at least as a part of our High School system. I am in favor of a generous and efficient support of our whole system, as it now is, and of improving and enlarging upon it, as the future change of our great and growing city shall require.

I would suggest another generous feature as a modification of our present excellent system: If the people of any certain district, or the patrons of any school, desire the privilege of using school-rooms, before or after the close of school, and the completion of ordinary studies, for special studies of any desirable or useful kind, religious or industrial—the teachers, of course, to be employed and paid by those who enjoy their services—let such privilege be granted. No harm, but much good may thus be gained by pupils, and for the system.

THE CITY TRAINING SCHOOLS.

Our Training School for Teachers, in connection with the Girls' High School, now under the able management of Mrs. A. E. Du Bois, I regard as one of the most important branches of our department; its future influence upon, and benefits to other schools can scarcely be overestimated. I feel great pleasure in its organization, in its present success and future prospects. Established only three months since, with one class, it now numbers six classes with forty pupils in each. The city employs one Principal and one Assistant; the other teachers are drafted weekly from the Normal Class of the Girls' High School. Except for this Training School, these young ladies of the graduating class would soon be elected teachers of the Department, and be placed in charge of schools and classes, without experience in teaching or discipline. We know the result of inexperience in the class room, and we know also the value of even a brief experience in the Training School, from the success of those who have been elected during the past few years from the State Normal School. The first few months, with most of those young teachers elected immediately upon leaving school, are of little value to pupils placed in their charge. Weeks at least, and months more probably, are consumed by them in learning how to go to work; meanwhile the valuable time of the children is lost — perhaps more than lost, for children in school are either doing well or ill — are never idle; and unfortunately it is customary to elect teachers of inexperience to classes of small children. The Training School rectifies all these mistakes. Hereafter when teachers are elected from this class, the Board of Education will have full knowledge of what has been their success as teachers, not merely as scholars. It will be known that they have received the necessary instruction and experience to enable them at once to enter upon the successful discharge of their duties as teachers.

In this connection I would suggest regulations to the effect that before any persons shall be eligible as teachers to have full charge of classes in any Primary or Grammar School, they shall have taught in the Training School of the city or State, or as a *substitute* in other schools, an amount of time equal to at least three months. Those now applying should avail themselves of this regulation. The influence of the Training Schools would then soon be felt throughout our Department,

THE COSMOPOLITAN SCHOOLS.

These schools of recent establishment are designed to afford the facilities for acquiring the modern languages—German, French, and Spanish—in connection with the ordinary English course. As elsewhere stated, it has been conceived that the object of our Public School system, its true policy and leading idea, is to meet all reasonable educational demands. A few years since a great number of our citizens, native as well as foreign, were compelled to patronize private institutions, with their less perfect classification, and less thorough instruction, for the sake of the modern languages, which by the more observing and thoughtful of our people are considered of greater importance in the ordinary vocations and positions of society than much, very much else included in the English course, especially in our advanced High School course. And there were many of our best citizens who were unable to meet the expense of private tuition for their children; and yet they were unwilling to permit their sons and daughters to grow up to maturity, and remain forever ignorant of their mother tongue.

Some two years since, to meet this public demand, I recommended the establishment of a single class, now grown to be the Cosmopolitan Schools of this city. This system, though by no means unique, and confined to this city, is here perhaps better organized, and on a more liberal and comprehensive basis, than elsewhere. The plan is European; Germany has multitudes of schools where the French and English are recognized as we recognize the German, French, and Spanish. There are many such schools in the Eastern States.

This system, though at first opposed here, as it had been elsewhere when first proposed and adopted, and before its merits and practicability had been tested, is now exceedingly popular in the community, and enjoys a very intelligent and excellent patronage. Most of its former opponents are now its advocates—some its warmest supporters. These schools now can stand upon their own recognized and admitted merits. I predict that they will more than justify all that has been claimed in their behalf. That I am not alone in this, I will here insert the intelligent approval recently given to the cosmopolitan system by some of our popular teachers, and other intelligent schoolmen.

LETTER FROM HON. JOHN SWETT.

DEPARTMENT OF PUBLIC INSTRUCTION,
San Francisco, August 23d, 1867.

JOHN C. PELTON,

*Superintendent of Public Schools,
City and County of San Francisco—*

DEAR SIR:—In answer to your request desiring me to state my opinion concerning the organization, value, and efficiency of the Cosmopolitan School, I take pleasure in replying that, from your first organization of the school, I favored the plan, and never had any doubts as to its ultimate success and popularity. I recently visited the school since its reorganization, and was gratified to find that it exceeded my most sanguine expectations in respect to order, classification, and evident progress.

I fully concur with the philosophical and scholarly reports of the gentlemen appointed to conduct the examinations at the close of the last term.

The school meets a great want of the people. If children are to learn the modern languages at all, they should begin in the primary departments. I am confident that after three years' instruction it will be found that the pupils, while acquiring a knowledge of French, or German, or Spanish, will have made equal progress in the ordinary common school studies with those in other schools, who have been occupied exclusively in studying the English language.

It is not strange that so marked an innovation on the old system of education should have excited some doubts as to its success, and some hostility to its progress; but the school having demonstrated, to a considerable extent, its own value, has now become a part of our practical system of public instruction, which few desire to dispense with, and which all thinkers and scholars will cherish and protect.

It has been urged that this school was established in contravention to certain sections of the Revised School Law. I see no force in the objection; I know of no section of the law which, by any construction or misconstruction, can be tortured into hostility to schools conducted on this plan. The whole spirit of the law is in favor of it, for the object of the public school system is to give the children of the people such a practical education as the spirit of the age requires, and such as the citizens, gathered from all nationalities, may demand.

Very respectfully,

JOHN SWETT,

Sup't Public Instruction.

James Denman, Esq., Superintendent of Public Schools elect, in a recently published letter, says:

I pledge myself, as Superintendent of Public Schools, to use my best endeavors to extend the sphere of usefulness of the Cosmopolitan Schools, to perfect their organization and secure their success.

Ira G. Hoitt, Principal of the Lincoln Grammar School, also, in a letter recently addressed to the public, says:

I think the Cosmopolitan School meets the wants of a large portion of our population.

Mr. Hoitt furthermore says that in case of his election (being then a candidate for the Superintendency) "I shall do all in my power to promote their welfare."

The report of the Committee on Examination of the Cosmopolitan Schools contains the following in relation to the present character and the general merits of the Cosmopolitan Schools and the "Cosmopolitan system":

FROM REPORT OF FRENCH COMMITTEE ON EXAMINATION.

* * * * *

We give the most unqualified approbation to the fundamental idea of the Cosmopolitan School—the simultaneous instruction of youth in three modern languages, in their elementary and grammatical branches. Among most of the civilized nations it was [once] generally conceded that this kind of instruction presented the insurmountable difficulty of producing in young minds a confusion of words and ideas. Like many other theories long accepted as true, this has been proved to be unfounded. It has been demonstrated to us not only that this confusion is not to be feared, but that an entirely opposite and favorable effect is produced by this method of instruction. The differences existing in the genius of the different languages seem to establish in the minds of the children fixed points, precious guides for the memory, which prevent its straying. To whatever cause this effect may be due, it was made manifest to us in the most convincing manner. Among the hundreds of children, of every age, whom we questioned, or heard questioned, not one mingled together in his reply words belonging to different languages. We insist strongly upon this point, because we consider it the very basis of the special instruction given in the Cosmopolitan Schools. If this basis had been unsound we should have regarded it as our duty to advise the closing of the school, or its transformation into separate schools for English, French, and German. But we repeat that the contrary has been proved to us; and consequently this school is an *advance* upon the advances already made.

We consider it an excellent rule which brings the children under the care of American, German, and French teachers, in succession; for it has long been known that a good pronunciation in any language is only to be acquired under a master to whom that language is native. In this respect, also, the Cosmopolitan School is fortunate; all the teachers speak well at least two languages, and some understand three. We should recommend that, so far as possible, an identity of method be applied to the explanations and demonstrations made to

the classes; not that we observed any positive defect in this matter, but the point is important.

* * * * *

We would call attention, in the first place, to the eminent value of the Cosmopolitan Schools as a place of preparation for pupils destined for the High School. The great familiarity with English, French, and German, acquired almost without pains by the pupils of the Cosmopolitan Schools, gives them great advantages for the active pursuits of commerce, of the law, of chemistry, of every branch of business life in which it is advantageous to know more than one tongue; and in which one is it not advantageous? Such is the activity of the human mind to-day, so many and so great are the discoveries in every branch of knowledge constantly being made, that it is not possible to dispense with the knowledge of several languages; is it not better if two or three can be learned at once, and equally well, that they should be learned?

We remark that, while there are children of several nations in the Cosmopolitan Schools, *the greatest advantages of the instruction there given fall to the lot of those whose native language is English.*

The reason of this is plain. The children of foreign parents, living in a city so decidedly American, have facilities supplied them in the very lives of every day, for the acquisition of the English language; while the English-speaking children, surrounded in their daily life by their native language, fail of such resources for acquiring foreign tongues. To these children the Cosmopolitan Schools are peculiarly valuable; and we have found upon classification, that the Americans, with their practical good sense, have availed themselves of the school.

We found the proportion of the scholars of the different nations to be: Americans, 50 per cent.; Germans, 30 per cent.; French, 20 per cent.

The Pacific Coast is rich in minerals, beyond example; and these riches lay upon us as obligations to develop them wisely.

We leave to the good sense of the Board to decide whether a young man competent to read and study in their original languages the works of the great European masters of scientific research, is better fitted to do good service to the State than one who must depend upon one single language.

Satisfied as we are of the grand results already achieved by the Cosmopolitan Schools, we would most strongly urge the establishment of similar schools in various parts of the city; and more especially towards North Beach. In that portion of San Francisco the population is largely European; the school facilities are not all that could be desired, and the necessity of education is strongly felt by the people.

A Cosmopolitan School in that part of the city would have the greatest effect upon the future status of the population; *thousands of children who might otherwise remain essentially alien, would become Americanized by contact with American children, and by learning easily and thoroughly the English language.* The singular freedom of our life has already this influence; but the slow and partial assimilation to our ways of thought and life might be greatly accelerated by the association of our children with those of the Europeans not yet thoroughly at home in San Francisco.

As a measure of economy, the establishment of these schools especially recommends itself to the public. It is proved, by actual experiment, that the creative energy of these schools, and an admirable simultaneity of progress in the various classes, are combined in the institution we are contemplating; and the public is surely interested to know at how small a cost so great advantages are obtained. An institution at once so useful, so catholic, so humanizing in its influences upon thousands of young and growing natures, is an invaluable boon to the people; and in the development of this—the crowning glory of her admirable system of Public Schools—San Francisco will lay yet more broadly the sure foundations of a lasting civilization. Gratitude is due to those enlightened men who have conceived and carried out a design so beneficent. They have felt, no doubt, in their full force, the profound words of Goethe: “He who knows but his own language does not even know that.” The men of every land and of every tongue—exiles from their own homes—find a refuge and a country in America; and in America, more than elsewhere, the word *Cosmopolitan* should have peculiar meaning. It is here that the children of men draw near to one another. Let every barrier between them be broken down!

Respectfully submitted,

TH. THIELE,
JACQUES T. RAY,
F. A. FIRMIN,
G. C. HURLBUT,
E. COHN, D.D.

French Committee on Examination of Cosmopolitan School.

FROM REPORT OF EXAMINERS OF GERMAN DEPARTMENT.

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The impression, therefore, which the examination has made upon us is the more favorable, as, during a period of eighteen months, fifteen classes, in which so large a number of children were instructed, have been formed into two consistent and harmonious institutions—the Grammar and the Primary Schools. We are free to confess that heretofore we were no admirers of the principle which is the basis of the Cosmopolitan Schools. We questioned seriously whether the time could be found to instruct children of a public school in three languages, without neglecting very necessary branches of instruction.

These doubts did not originate in mere speculations, but in the experiences of our own education—with regard to several members of this committee—in no superficial acquaintance with school and school-systems. We remembered how many years we had spent in the higher schools in studying “living” languages, which, as we were afterwards obliged to acknowledge, failed in ourselves to show any signs of life.

But now, having seen and examined the practical working of the Cosmopolitan School, we cannot but recognize the superiority of its mode of teaching languages over very many of European schools; and we consider that institution no longer a doubtful experiment, but a reality highly creditable to those who labored to produce it, and full of rich results to the children.

As to the examination in French, which was limited to children *not* of French extraction, we desire to state, that in reading, grammar, and conversation, the various classes exhibited a considerable amount of knowledge. The children answered questions with readiness, and their pronunciation was very good. We beg leave to express the hope that the teacher may, as far as practicable, converse with the children in German and French, for we regard the constant communication in the language being taught as the main element of the success of the Cosmopolitan Schools.

From the examination in German, children of German parents were excluded. We were surprised when the teacher spoke to the children in German, and our surprise became greater when we saw that the children not only understood all the teacher said, but readily responded in the same language. In the elements of grammar considerable progress has been made. After taking active part in the examination, the Committee could not but acknowledge that the results obtained by the teacher were highly satisfactory.

Our expectations have been greatly exceeded, and we cheerfully admit the success of the principle on which the Cosmopolitan Schools have been conducted. Though there are of course deficiencies, and though the work is by no means completed, yet the foundation is well and firmly laid. May those who have so manfully, and in face of most serious obstacles, labored to build up that excellent institution, continue to receive the public esteem and recognition.

All of which is respectfully submitted,

F. HANSEN, D.D.,
E. COHN, D.D.,
LEO ELOESSER,
WM. LOEWY,

Committee on Examination of the German Department of the
Cosmopolitan School.

REPORT OF DR. J. ECKMAN, AND OTHERS.

To the Committee on Ancient and Modern Languages—

GENTLEMEN:—Having been charged, during your absence, to watch carefully and conscientiously over the examination of the Cosmopolitan School, we declare ourselves perfectly and astonishingly satisfied with the result of the instruction in German reading, spelling, translating, writing, arithmetic, and grammar. It is our sincere conviction that teachers as well as pupils have fulfilled their duty to the best of their ability. The institution itself is not only a benefit, but also a necessity both to the German and to the whole population of our city, and is highly calculated to direct the current of immigration, more than ever before, to California. We confess that only on few occasions it was possible for us to distinguish, in reading or answering questions, the American child from the child of German parents—only the name of the child called for would speak for it—but this token did not prove good during the examination of Miss Graf's class, for the pupils of either the first or second divisions pronounced the German without the least foreign accent. So our presumption of

their nativity would only remain presumption. The questions presented were always carefully and accurately answered, and we ascertained, by altering and changing the questions, that the pupils were not previously drilled for the examination. If this school could be more carefully graded, and if, in the higher classes, more time could be devoted to mathematics, and elementary geometry be introduced, and the school allowed to remain under the direction of its present faithful and efficient Principals, and the Hon. Superintendent, Mr. Pelton, by whom this system was founded, we may heartily express our well-founded hope that this school will develop into one of the best of our department, of the State, or even of the United States—become an honor to the community, and even to every citizen.

M. MENDHEIM,
A. SOLOMON,
DR. JULIUS ECKMAN.

In a recent letter, received from J. L. Pickard, Superintendent of Public Schools of Chicago, that officer says :

Instruction is given in French and German in our High Schools, and in German in one of our District (Grammar and Primary) Schools. German will be introduced during the ensuing year *in several of our Grammar Schools.*

He further says that all instruction in the modern languages themselves is given in the use of the languages, *i. e.*, they are made the medium of communication between teachers and pupils so far as they can be.

In the recently published reports of the Chicago schools, it appears that the introduction of the German into the public schools, is with them a recent experiment. Upon the subject of German the Superintendent says :

The experiment of introducing German as a study in our District Schools *has proved a success.* It was feared that this innovation upon our system might seriously affect the scholarship of those pupils who should take German as an additional study.

In two particulars we were peculiarly fortunate in trying this experiment. 1st. In the course of study marked out; and, 2d. In the selection of teachers.

The course of study recognizes the duty of the city to furnish an English education to all her children, and to make this the paramount object of school work, in that it permits no pupil to study German until he shall have passed through two grades of the course in which a thorough knowledge of simple reading is attained. Throughout the course, the German is kept two grades behind the English studies. Only reading, writing, spelling, and grammar are taught by the German teacher, and only enough of the grammar to make pupils accurate speakers of the language. *The conversation of the recitation room is conducted entirely in the German language.* The majority of the pupils pursuing

German in the school in which the experiment has been tried, are of American or Irish parentage.

The results are hardly developed enough to warrant positive assertions as to the effect of its introduction upon the general scholarship of the pupils. This, however, may be safely asserted, that no unfavorable result has as yet transpired. While I am not prepared to speak definitely as to its effect upon *general scholarship*, I am prepared to say that the knowledge gained of the German has been quite remarkable. The advancement of the German classes has been very rapid. No one can doubt the importance of a knowledge of the German to our pupils. But aside from its utility to one who every day meets in all the business walks more or less of the German element of our population, I must say that a knowledge of the structure of the German language will add greatly to the facility with which we use our own. Any one who will observe carefully, will see that Germans seldom misunderstand each other. It is very rarely the case that a question, or a statement made, needs repetition. Their language has a peculiar adaptation to all shades of thought. Our own language has words enough for the expression of all thought, words too that may be easily understood, while many words have been incorporated into it that are comprehended only by classical scholars. One skilled in the use of German will almost unconsciously choose the former class of English words, which certainly are the most forcible and for this reason the most valuable.

The Cincinnati Reports, speaking of the German-English schools, says :

The fact developed in the monthly reports of the Superintendent, that about one-half of the pupils in the District Schools are pursuing the study of German, will be received by many with no little surprise, especially as comparatively very few children of English parentage are included in the number. In the two highest grades, instruction in the German language is attended with an expense additional to what would be otherwise incurred. In the lower grades, it is attended with no increased expense, inasmuch as the German teacher occupies a place which would otherwise have to be filled by an English teacher. In other words, in the German-English Schools of Grades C, D, E, and F, only one-half the number of English teachers are employed which would have to be employed if German were not taught.

From Superintendent L. Hastings, of Cincinnati, Ohio, we learn that German is taught in nine Grammar schools in Cincinnati, having 1,200 pupils; in the Cincinnati High Schools, French and German. Superintendent Hastings further says that in fourteen of the eighteen Primary Schools the children spend, in the four lower grades, one-half of each day with the German, in reading, spelling, and writing the German language.

A letter from the Superintendent of Oswego, says that French and German are taught in the schools of that city.

S. S. Randall, Superintendent of Public Schools of New York City, in a letter recently received, says :

The German and French languages only are taught in our Public Schools.

Superintendent John N. McJilton, of Baltimore, says :

The modern languages taught in our Central High Schools are German, French, and Spanish.

Superintendent Francis Berg, of the St. Louis School Department, says :

Instruction in French and German is given in the High School, and in German in seven District (Grammar) Schools, to which two more will be added during the present year.

Mr. Berg says that the plan of having ordinary recitations in the modern languages studied as a means of more rapid advancement and greater perfection, has been taken into consideration in St. Louis, and may at no distant time be partially carried into operation.

Superintendent E. A. Hubbard, of the Springfield, Mass., Schools, says :

French and German are taught in the Public Schools of this city.

The Rev. Dr. Bellows, in a recent letter on educational topics, (published in the *Liberal Christian*,) speaks of the incorporation of the study of modern languages into our Public School system, as one of its bright features—full of promise of more general and more liberal culture.

I learn by reports and from correspondence with Eastern and Western School Departments generally, that the introduction of the modern languages, the German and French particularly, in the Public Schools of large cities, is becoming the general rule—their omission the exception.

As practical illustrations of what children can do in the acquisition of French and German in the Cosmopolitan Schools, *in addition to the ordinary English studies*, which conform entirely to the course pursued in other Grammar and Primary Schools, I give examples in the appendix.

THE LATIN SCHOOL.

I trust the prosperity of this school will not longer be disturbed by opposition from any quarter. I believe that its objects and merits have not heretofore been and are not now fully understood. In the

English High School, as formerly organized, there were found many boys and young men who were fitting for college. They had passed through our Grammar Schools, or elsewhere fitted for the High School; and being under age and pupils by law, were still at school enjoying their legal and equitable rights. But it was found that the prescribed course of study in the High School, (including an extensive course in the higher mathematics, the sciences, modern languages, and English literature,) required an unnecessary amount of study, and more time for a preparation for college, than could reasonably be given by these pupils, many being already sixteen or seventeen years of age. This kind of preparatory course, very properly embraced in a schedule of studies for our High School, comprised various branches which these pupils would be pursuing all along through their entire college course. So that to go through the High School and through the necessary classical course, and then through college, was like doubling a task, and, what is far worse, the unnecessary consuming of nearly double the needful amount of time. This was seen to be a serious embarrassment. Hence the Latin or Classical Department of the High School was detached from the English Department, with seeming advantage to both, and organized separately, to enable those who wished to apply themselves directly to a course which would prepare them as rapidly as possible for entering college. It should be noted that the Latin School has thus relieved our Department from the expense of one or two years' tuition of those Latin School pupils who have already graduated and are in college, and who, except for the establishment of the school in question, would probably have remained at least much longer as pupils in our Department. In the same manner this branch of our school system will, if properly and economically conducted, continue to reduce rather than to add to our expenses; that is to say, if boys are anywhere in our public schools to be prepared for a college course, the Latin School is the place for them.

The present cost per pupil for instruction in this school is less than the cost per pupil in either of the other High Schools, viz: \$5.35 per month. In the Boys' English High School, \$8.12 per month; in the Girls' High School, \$5.02 per month.

It has frequently been objected to the Latin and other High Schools, that they were supported more especially for the accommodation of wealthy and highly favored citizens. A greater mistake

could not be committed. And to correct this false notion, I have collected the following statistics :

VARIOUS OCCUPATIONS OF THE PARENTS AND GUARDIANS
OF PUPILS.

IN THE LATIN SCHOOL.

Merchants.....	5	Lumber Dealer.....	1
Bookseller	1	Tailors.....	2
Manufacturer.....	1	Contractor	1
Undertakers.....	2	Clergymen.....	2
Hairdresser.....	1	Brick-mason.....	1
Compositor.....	1	President of Insurance Company.	1
Book-keepers.....	3	Broker.....	1
Milkmen.....	1	Photographer.....	1
Editor	1	Pawn Broker.....	1
Carpenters	3	Wine Grower.....	1
Saddler.....	1	Collector.....	1
Surveyors.....	2	Butcher.....	1
Assayer.....	1		

BOYS' HIGH SCHOOL.

Surveyor.....	1	Baker.....	1
Manufacturers.....	5	Weigher	1
Engaged in Mining	2	Teamster.....	1
Brokers.....	3	Clerk	1
Commissioner.....	1	Real Estate Agents.....	2
Secretary.....	1	Smith.....	1
Capitalists	2	Salesman	1
Tax Collector.....	1	Lumber Dealer.....	1
Recorder.....	1	Ship Master.....	1
Merchants.....	7	Grocer.....	1
Architect	1	Upholsterer	1
Farmers.....	5	Clergyman.....	1
Notary Public	1	Waiter.....	1
Lawyer	1	Ship Chandler.....	1
Bookkeepers	3	Drayman.....	1
Street Grader.....	1	Laborer.....	1
Carpenters	12	Furniture Dealer.....	1
Contractor	1	Livery Stable Keeper.....	1
Physician.....	1	Brewer.....	1
Storekeeper	1	Coopers.....	2

GIRLS' HIGH SCHOOL.

Shipmasters.....	3	Milkman	1
Drayman	1	Pork Packer.....	1
Upholsterer	1	Police Officer.....	1
Merchants	10	Contractors.....	3
Clerks.....	5	Real Estate Agents.....	2
Carpenters.....	8	Manufacturers	4
Hotel-keepers	2	Auctioneer	1
Architect.....	1	Bookkeepers.....	3
Engaged in Mining	2	Machinists.....	2
Painters	2	Laborer.....	1
Property Holder.....	1	Carriagemaker.....	1
Miller	1	Expressman	1
Farmers.....	2	Revenue Adjuster.....	1
Cooper	1	Milliner.....	1
Bricklayers.....	2	Agents	3
Brickmaker	1	Shoemaker.....	1
Musicians.....	2	Tinsmith.....	1
Surveyor.....	1	Lawyers	2
Coal Dealer.....	1	Patternmakers.....	2
Liquor Dealer.....	1	Teacher	1
Physicians.....	2		

RECAPITULATION OF THE ABOVE PATRONS OF THE HIGH SCHOOLS.

Agents, 3; architect, 1; assayer, 1; auctioneer, 1; baker, 1; blacksmith, 1; book-keepers, 9; book-seller, 1; brewer, 1; brick-layers, 3; brickmaker, 1; brokers, 4; butcher, 1; carpenters, 23; carriage-maker, 1; clergymen, 3; clerks, 7; coal-dealer, 1; collector, 1; commission merchant, 1; compositor, 1; contractors, 5; draymen, 2; editor, 1; engaged in mining, 2; expressman, 1; farmers, 7; furniture-dealer, 1; grocer, 1; hair-dresser, 1; hotel-keepers, 2; laborers, 2; lawyers, 3; liquor-dealer, 1; livery stable keeper, 1; lumber-dealers, 2; machinists, 2; manufacturers, 10; merchants, 22; milliner, 1; miller, 1; musicians, 2; notary public, 1; painters, 2; pattern-makers, 2; pawnbroker, 1; photographer, 1; police officer, 1; pork packer, 1; president insurance company, 1; property holder, 1; real estate agents, 3; recorder, 1; revenue officer, 1; saddler, 1; secretary, 1; shipmasters, 3; salesman, 1; store-keeper, 1; shoemaker, 1; street contractor, 1; surveyors, 4; tailors, 2; tax collector, 1; teacher, 1; teamster, 1; tinsmith, 1; undertakers, 1; upholsterer, 1; waiter, 1; weigher, 1; wine grower, 1.

Carpenters head the list, and other industrial pursuits are well represented. Very few of the *wealthy* are found among the above patrons.

A CHINESE SCHOOL.

From the census returns we find that there are 179 Chinese children in this city, under fifteen years of age. Of these only thirty-seven are attending school. None are in public schools, such being excluded from all except the Colored School, which they will not attend. They are provided with no school for their special accommodation. Here we have a striking instance of taxation without representation; a principle and practice which we are accustomed to condemn as wrong. The Chinese, it is estimated, pay about one twentieth of our total taxation, this year amounting to about \$120,000, and of this amount \$14,000 goes to make up our school fund. Should not at least the very small portion of this sum necessary for that purpose, be devoted to the support of a school especially for the Chinese children now seen in groups upon many of our streets? Would not police and moral considerations, as well as those of justice, urge this same measure? There are many of our citizens, too, who, in view of our probable future relations with the East, desire and intend to give their sons a knowledge of the Chinese language. A department of the proposed school might, if properly organized under the instruction of teachers familiar with the English and Chinese languages, supply this opportunity to such as desire it, at no increased expense to the Department.

A COMMERCIAL CLASS.

Our Public Schools, as elsewhere urged in this report, should supply every reasonable educational necessity of the community.

It has been observed that a great number of boys who graduate from the Grammar Schools stop here in their educational career, at least so far as the schools are concerned. In fact, not a large proportion of those who go through the Primary Schools ever fully complete even the Grammar School course. It is a circumstance to be deeply regretted. But when boys get through with the Grammar Schools, they in too many cases go directly to business, or at least desire to do so, but generally find themselves unprepared. They have not had just that kind of education which fits them for general business pursuits—for the active and practical vocations of life. Most that is practical and useful, that which meets the demands of every day life, has yet to be learned by them. This is a matter of common remark,

and to my mind plainly argues that there is something not quite sufficient in the present system; at least something incomplete, and which should be improved.

The practicable remedy which suggests itself has recently and frequently been adverted to in the educational journal of this State and in the city press, to-wit: the formation of a Commercial Class, to supplement the Grammar School course. This is another completing feature of our noble free school system which may be supplied at once. The expense of this branch of our Department would be inconsiderable, especially when compared with its benefits. The students in this school would not be occupying seats required otherwise, and an evening class would probably meet the present demand, and perhaps be sufficient for some time to come.

The course of study for this class should be short and entirely practical. Bookkeeping, drawing, business forms, correspondence, writing, and commercial arithmetic, should form its prominent and essential features.

The proposed class could perhaps be formed in the Boys' High School. It might or might not become a part of that institution. I would advise its early organization. The present is a suitable season, and the favorable period when young men have long evenings at their disposal, which could not be more usefully or profitably employed than in study and a better preparation for the future active and practical duties of life.

It may be found desirable to make the Commercial Class a permanent branch, the "business college" of our Department; but I hope at no distant day to see all the Grammar Schools so constituted and conducted, with such a practical and general course of study, and so practically instructed, as to render quite unnecessary anything farther or additional for fitting boys for the duties of life awaiting them as they close their school books, and leave their class room to enter the factory or shop, store or counting room.

OBJECT OF PUBLIC SCHOOLS.

What objects are public schools designed to subserve, and what accomplish? What should be their scope? Whom should they accommodate?

These are questions frequently asked, often discussed, but are in San Francisco not so clearly understood and as well settled as they

should be. A definite comprehension of these questions is of the very greatest importance, for they at once define the practical workings of the schools and determine the results to follow from all our labor. Is it enough that the education of the State to its children be restricted to the simple English elements, or is it a wiser political economy to elevate all to the highest attainable standard—the highest standard possible and practicable.

I think it may be safely affirmed that a system of public schools, to be enduring and to be useful in the highest degree, to be an ornament, pride and blessing in a community, should be of a very complete and high character, so wisely constituted as to subserve the interests and obtain the confidence of all; the cordial good will and the patronage of all; not of the poor and middle classes merely, but of all, rich and poor equally, and alike. Such a patronage and such a support, is a sure guarantee of the success of a public school system. It is its triumph, ensuring brilliant and glorious results in rich and enduring fruits of intelligence, industry, virtue and thrift. The school system to reach those conditions should be studied carefully, and be wisely adapted to our peculiar wants.

LEGISLATION REQUIRED.

As elsewhere suggested (in connection with remarks on Building Fund), our School Department should receive the early attention of the next Legislature. I will suggest a few important measures, which should be carefully and generously acted upon.

SCHOOL LANDS.

It seems to be popularly understood that the city yet possesses a large amount of public lands subject to its future disposition. It is to be hoped that a much more liberal appropriation of lots will hereafter be made for Public School sites, than was formerly made from city lands by the early Commissioners of 1851, and by those under the Van Ness Ordinance in 1855-56. And it would seem a most wise and beneficent policy, also, to appropriate a very liberal portion of whatever lands the city may still retain subject to its disposition, to a fund for the erection of schoolhouses to meet the future wants of

the Public School Department, as the rapid growth of our great city may develop and add to them.

The fund created by the future disposition of these lands might also be made to lighten the annual drafts upon the current school fund, and reduce the rate of school taxes. A considerable quantity of lands now of little value, worth but a few thousand dollars, will in a few years, judging from the growth of the city, and the rapid and universal advance of real estate within its limits, be valued by millions. It is easy to perceive how judicious legislation at the present time, may in the rapidly approaching future be such an inestimable blessing to the coming generations of this city, as to cause its authors to be remembered with everlasting gratitude.

SURPLUS SINKING FUNDS.

As another measure for the benefit of our school funds, I would respectfully suggest the transfer thereto, during the ensuing three or four years, of the surplus moneys which may be collected for the redemption of the Funded Debt of 1851. It is understood that there may be a large amount collected which will not be required for that purpose; the moneys already accumulated being quite or nearly sufficient for the liquidation of the debt at maturity.

The proposed action at the next session of the Legislature will, it is thought by those well informed, place nearly \$500,000 in our inadequate school fund; a very important, and, if so appropriated, a very essential and opportune relief. The beneficial effects of such a measure would be felt for generations to come. This money, appropriated from year to year to the building of schoolhouses, would leave the *Current Fund* unembarrassed for the legitimate support of the schools. The resources here suggested might not be available for the erection of those buildings now needed, and others that will be required during the ensuing season; but the necessary arrangements for buildings now wanted could probably be effected in anticipation of the proposed resources, when once *secured* by the necessary legislation.

ELECTION OF SCHOOL OFFICERS.

I believe San Francisco is the only city in our country which elects her School Superintendent and all other school officers by popular vote at a general election; the only city which thus inevitably and at once

throws her schools into the political arena, amid elements generally turbulent and unmanageable. Elections by the people are popular, and justly so ; but I think observation and experience suggest a better method for the election of persons to take charge of our schools—those who *should* possess special qualifications and fitness for the offices they are to fill. We need not go far back, nor look long into the history of our city elections, to see the inexpediency if not the mischief of the present practice. It is the popular remark, that political influences should find no place or toleration in the judicial and educational departments of the city or State. It is said that such influences are as inappropriately mingled with these interests as they would be with the sacred rites and administrations of the church ; yet, by the present system of nominating and electing, the results so deprecated by all true men become as inevitable as they are harmful. We are sometimes belittled, and our educational interests humiliated if not degraded, by political tests forced in the mouths of candidates like gags in the half consenting jaws of animals. Partizan platforms are formed, and school officers, whose duties bear as close relationship to their creeds as to the politics of the moon, are forced upon them. Questions of reconstruction and tide lands, negro suffrage and national taxation, Chinese suffrage, toleration or expulsion —become important questions, overtowering and subordinating all others. But views on educational questions, how insignificant are they ! How little it matters what the claims of candidates are on educational grounds ! They may even despise public schools in their hearts, and it matters little ; these sentiments are permitted to be entertained, if candidates only be politically pliable, and sound in party faith and antecedents.

In other cities, in our own State as well as elsewhere, the election of school officers is carefully made as inaccessible to party management and political influences as possible. Special *school* elections are called for the choice of school officers, and these local elections are generally quite free from partizan intrigues and influences ; hence, those most directly interested in matters of public education succeed, with little difficulty, in electing competent and suitable persons for the important and sacred trusts which are to be reposed in their hands. How sadly different are the results which generally attend the nominations of a political convention, composed of and conducted by professional politicians (as they are usually everywhere), and followed by a general political canvass.

The Board of Education in many cities is elected by the Board of Aldermen or Board of Supervisors; sometimes, and better still, as in some cities, by the Mayor and his counselors. The Superintendent is generally elected, or appointed by the Board of Education for a term of from four to six years. Any system, I believe, is better than that now in vogue in this city.

ENLARGEMENT AND REORGANIZATION OF THE BOARD OF EDUCATION.

No one acquainted with the present organization and general business of the School Department of San Francisco, and familiar with the varied nature of its responsibilities and the endless details of its affairs, can fail to see the necessity of an enlargement and reorganization of the Board of Education, and a different assignment of its duties. No one, I think, can attend a sitting of our Board, and listen to its proceedings for a single evening, without receiving this impression.

Any disbursement of moneys, no matter how trifling, or how urgent the necessity, must, to comply with the rules, come first before the whole Board for its approval, then be referred to a standing committee, then be reported upon, then ordered, then disbursed, and so on. The slightest matter of discipline in one of the schools, the most unimportant regulation as well as the gravest, is liable and by the rules may have to pass before and receive grave consideration in the full open public meeting. Every application of a teacher throughout the year must be presented to the open Board, and the names of every person applying, male or female, have also to be brought before the public eye. Their personal merits or demerits, their qualifications or the lack of them, may thus at any time be dragged before the community for its edification—matter for comment and general remark. This is unique; and in this respect our Department is, so far as I am informed, unlike that of any other city in the world. It might do for a small town or country village, but is not suitable for San Francisco.

As a remedy, we should have either three or five paid Commissioners of Education, of intelligence and integrity, to manage our schools —each being appointed to the *special* duties of some particular department of the system, and all acting together in the more important concerns requiring their united discretion and wisdom; or else a much larger number of members elected to our Board of Education,

with large sub-committees or Trustees, empowered to act promptly and finally in all matters of minor importance in the different schools and districts. Three Directors, elected from each District, should form local or District Trustees ; this would be a suitable number, and an appropriate organization for the Board of Education of San Francisco. By this means the special wants or convenience of the various schools and their patrons could with greater facility be consulted and provided for, as in New York and other large cities.

The following will exhibit the number and constitution of the Boards of Education which have the management of educational matters in other cities :

CINCINNATI.—A “Board of Trustees and Visitors,” consisting of *thirty-six* members—two from each ward—from which Boards of Local District Trustees are organized; also a Union Board on the Cincinnati High Schools.

LOWELL.—The “School Committee” consists of the Mayor of the City, the President of the Common Council, and *twelve* members—two from each ward.

BROOKLYN.—The “Board of Education” consists of *twenty-three* members.

PHILADELPHIA.—The “Board of Controllers of Public Schools” consists of *twenty-six* members, one from each section—the city being divided into twenty-six sections.

BALTIMORE.—The “Board of Commissioners of Public Schools” consists of *twenty* members—one from each ward.

NEW YORK.—The “Central Board of Trustees” consists of *forty-four* members—two from each ward ; in addition to which there is in each ward a Board of Trustees consisting of *eight* members ; also, two Commissioners and Inspectors. The School Boards, in all, number — members.

TRUANT LAW.

I will call attention to the subject of truancy. Among boys, in every large city, there is a greater or less disposition to truancy. It is a great evil, and is everywhere more and more complained of, till prevented, or at least checked, by stringent laws, with corresponding school regulations. In San Francisco, parental discipline is often

found to be exceedingly inefficient, and the disposition to break away from its wholesome restraints is very common, especially so among boys of parents who from various circumstances are prevented from giving that constant attention and personal supervision to their children which is so necessary everywhere, but especially in large cities like ours, where bad examples are common, and temptations varied and numerous. The remedy of this evil to which attention is called, is a judicious truant law. Such laws are now enacted and enforced in almost every country in Europe—in all that are advancing in educational improvements—and are found in several of the States of our own country. There are many large cities in the United States whose educational systems embrace a judicious Truant Law—more or less rigorous in its provisions, as circumstances require. Why should not San Francisco ere this have had the benefit of such statutes? No city needs such a law more. Why should the carelessness, disciplinary weakness, or cupidity of parents and guardians be left to poison the community with the insufferable presence of hundreds of ignorant and vicious truant boys? Many such are now seen in this city, growing up in loaferism, and from their poisoned tastes and ignorance are, or soon will be, fit for nothing and for no place except the jail and prison.

The community cheerfully submits to self-imposed taxation; a liberal school fund is raised; schools with room for all are supported, are thrown open and free to all. The expense of the schools is met, and is not lessened a farthing by the hundreds of cases (this year 505) of truancy which annually occur with so much damage to future society. Has not the State in *loco parentis* a just right to seek a remedy for this growing evil. And is she not, from all considerations, bound to apply it when found. As elsewhere stated, this question should be practically answered in the affirmative. In those States where the right is assumed of compelling attendance, no person is allowed to employ a boy or girl who cannot show that he or she has attended school during at least six months of the twelve preceding months. This, or a similar provision, should form a part of the truant law in this State, applicable at least to this city.

DUTIES OF THE SUPERINTENDENT.

I beg to call attention to the duties of the Superintendent of Public Schools, and to embrace this opportunity of recommending that either by some regulation of the Board of Education, or revision of the School Law, the present duties of that office be limited and better defined.

I speak of the duties of that position, not as they are now defined by law or in the manual of the Board, but as they have been assigned or outlined by custom, and confirmed by practice. That officer, to fulfill the present duties of his position and meet public expectations, has probably more to do, more *different* matters to give his attention to, than has the President of the United States, or any other officer known. He is expected to be always in his office and accessible to everybody upon every conceivable and inconceivable business or errand, whether important or unimportant; and yet he feels the momentary necessity of being somewhere else, and is constantly expected in every school in every portion of the city. He feels that to be Superintendent of Schools in fact, he must visit them, to encourage and advise with teachers, observe their discipline, study their methods of instruction, and suggest modifications and improvements. Let one consider this latter work alone in a School Department covering an area of eight or ten square miles, numbering 37 schools, 253 teachers, with nearly 14,000 pupils, and he will see enough to do. Yet herein is the important work of the Superintendent, which he should not be compelled to neglect, and cannot omit without feeling that his work is at least partially undone. But as the office of the Superintendent is the *omnium gatherum* of the School Department, he must attend to, or at least attempt to assist in attending to every interest of the schools, financial and educational. He is *ex officio* a member of the Board and of two or three of the most important Committees, and virtually connected with them all. He must be informed as to the position and merits and success of every teacher; he must attend the meeting of the City and State Boards of Examination of Teachers, and see to the issuing of certificates; he should be equally well informed with regard to the claims and merits of those who are seeking positions in the schools. He must examine, approve, and endorse every bill—numbering monthly three hundred and fifty to four hundred.

He is expected to be informed as to the wants of every portion of

the city, in regard to school accommodations and necessary repairs on school houses and premises. He is expected to know when and where furniture and supplies are wanted, of what kind and amount. He must know where the school lots are, and see that they are kept secure from intrusion. He must see that the janitors perform their duties faithfully, and give satisfaction to the teachers. He must attend the meetings of the Board of Education, and meetings of most of the committees, and always be at hand to advise in regard to anything and everything pertaining to the business of the Department. He must be aware of the delinquencies of teachers, of pupils, and patrons, and in the latter cases he has often to consume an indefinite amount of time in listening to confused and conflicting statements and complaints, from which the right of the case is often difficult and sometimes impossible to unravel. He must attend to supplying books to the indigent, and grant transfers, first learning the necessity. He must, in short, listen to everybody's wants and everybody's complaints; accommodate all; displease none; cater to caprices; combat, yet often succumb to prejudices; defy opposition, yet sometimes yield to it; be everywhere; do everything and know everything; or else he is a very negligent, unfaithful, unkind, unjust, and short-coming Superintendent.

To be just and faithful, a Superintendent must be self-abnegating entirely. He must expect to be the object of complaint and abuse while he is in office, but may comfort himself with the assurance of being relieved from his unpleasant position, with its varied duties and liabilities, as soon as election day arrives.

There is not only a necessity that the Superintendent be relieved of much that he has now devolving upon him, and that he be aided by subordinate assistants; but to secure his greater independence from political influences and intrigues, and thus enhance his usefulness, he should be elected by the Board of Education or by the Board of Supervisors, or perhaps, jointly by both Boards, and for a much longer term than two years, as at present; and his removal should be safely guarded—possible only for good cause, first shown.

ASSISTANT SUPERINTENDENT.

In a preceding paragraph I have hinted at the necessity of an Assistant Superintendent. I would here do more—I would urge the creation of that office. Unless the Superintendent be relieved of most of those general business duties which he has now to perform, he of necessity must leave undone the more legitimate and appropriate duties of his office, to-wit: the visiting of schools, advising with teachers and pupils, suggesting and illustrating improved methods of instruction, examining and promoting pupils, attending to the interior and special care of schools. This is the important work of the Superintendent; and in our department the proper and sufficient discharge of this duty cannot—simply cannot—be performed by any one man, however competent and skillful. A suitable or even a reasonable care and supervision of the schools requires at least two persons. Each of these would find sufficient and important work to occupy every moment of his time, and employ his best skill and talents.

T H E F U T U R E.

Let the aid suggested in the foregoing pages be seasonably extended to the San Francisco School Department, and its future will be most encouraging.

It must be profoundly gratifying to the friends of education—and not to such alone, but to all who look hopefully forward to the future permanent prosperity of our city, to contemplate her superior educational advantages. Her system of Public Schools, having been planted here when the city itself was but a dream of the future, has taken deep root in the confidence and affections of her people. Her schools already enjoy the sympathy and favor of her best citizens; they have been nurtured in her adversity and advanced in her prosperity, till they have become her pride and boast—an ornament alike creditable to our intelligence and patriotism. Indeed, our schools have become a moral power which few would dispense with, cripple, or retard—which none with impunity can assail. It is freely admitted by those well informed, that they may already

safely challenge comparison with those of any city in the world—at least in the completeness of the system, its liberal features, affording as it does, the most ample and thorough educational facilities to every child within its limits. The physical and intellectual character of our pupils; the intelligence, faithfulness and professional ambition of our teachers; and, what is most important, the intelligence and proverbial liberality of our people—are auspicious of a glorious future for our Public Schools. Let all friends of liberty, and human progress, extend their patronage and co-operative support, and strive to open wide the schoolhouse doors, that the schools may scatter their blessings, making the people wiser, better, and happier.

Respectfully submitted.

J. C. PELTON,

Superintendent Public Schools.

APPENDIX.

BOARD OF EDUCATION OF THE CITY AND COUNTY OF SAN FRANCISCO, FOR 1866-67.

PRESIDENT.....JOSEPH W. WINANS.

MEMBERS.

- 1st District—E. H. COE, North Point of Battery Street, (Flint's Warehouse.)
2d District—H. T. GRAVES, 412 Clay Street.
3d District—Dr. W. F. HALE, 520 Kearny Street.
4th District—JOS. W. WINANS, 604 Merchant Street.
5th District—DR. W. AYER, 408 Kearny Street.
6th District—A. C. NICHOLS, 316 Washington Street.
7th District—*IRA P. RANKIN, First Street, between Mission and Howard.
8th District—G. C. HICKOX, N. E. corner Montgomery and Sacramento Streets.
9th District—A. W. SCOTT, S. W. corner Stewart and Folsom Streets.
10th District—S. C. BUGBEE, 73 and 74 Montgomery Block.
11th District—P. B. CORNWALL, foot of Jackson Street.
12th District—† J. A. ROGERS, N. E. corner Polk and Pacific Sts.

SUPERINTENDENT OF PUBLIC SCHOOLS, JOHN C. PELTON, office No. 22 City Hall; residence, northwest corner Polk and Pine.

SECRETARY.....DANIEL LUNT, 22 City Hall.
ASSISTANT SECRETARY.....GEORGE BEANSTON, 22 City Hall.
COPYIST.....RICHARD OTT, 22 City Hall.
MESSENGER.....JAMES DUFFY, 22 City Hall.

* Vice Wm. G. Badger, resigned.

† Vice Austin Wiley, resigned. Mr. Wiley filled the vacancy caused by the resignation of Mr. Chas. M. Plum.

STANDING COMMITTEES.

- On Nominations—Messrs. Scott, Cornwall, Hickox, President and Superintendent.
- On Rules—Rankin, Coe, Cornwall.
- On Classification—Ayer, Graves, Scott.
- On High and Normal Schools—Hale, Bugbee, Rankin.
- On Ancient and Modern Languages—Cornwall, Nichols, Hale.
- On Special Teachers—Coe, Ayer, Scott.
- On Text Books—Nichols, Hale, Rankin.
- On Accommodations—President, Superintendent, Graves, Cornwall, Hickox.
- On Schoolhouses—Bugbee, Graves, Rogers.
- On Evening Schools—Coe, Bugbee, Ayer.
- On Furniture—Graves, Rogers, Hale.
- On Salaries—Hickox, Bugbee, Nichols.
- On Finance—Nichols, Ayer, Hickox.
- On Teachers' Institute—Rankin, Hale, Bugbee.
- On Printing—Rogers, Cornwall, Scott.
- On Grammar Schools—Graves, Ayer, Hale, Scott, Cornwall, Bugbee.
- On Primary Schools—Rogers, Coe, Rankin, Hickox, Nichols, Scott.

MEMBERS-ELECT OF THE BOARD OF EDUCATION.

The following named gentlemen were elected at the municipal election on the fourth of September last, and will take their seats on the second of December next :

2d District—THOS. HOLT.	8th District—R. P. HAMMOND.
4th District—H. A. COBB.	10th District—A. K. HAWKINS.
6th District—Jos. W. WINANS.	12th District—J. A. ROGERS.
7th District—Jos. A. DONOHOE.	

JAMES DENMAN, Superintendent of Public Schools.

THE PUBLIC SCHOOLS OF SAN FRANCISCO,
As Organized September 30, 1867.

BOYS' HIGH SCHOOL.

Location.....Corner of Clay and Powell Streets.

Name of Teacher.	Position Occupied.	Grade of Class.	No. in Class.	Monthly Salary of Teacher.
Theodore Bradley	Principal.....		78	\$208 33
Thomas C. Leonard.....	Teacher of Mathematics.....		.....	175 00
John M. Sibley.....	Assistant Teacher.....		.....	150 00
Mrs. C. L. Atwood.....	Teacher of Belles Lettres.....		.....	100 00

Number of Teachers, 4; number of pupils, 78; amount of salaries, \$633 33; cost of instruction for each pupil, \$8 12 per month; \$97 44 per annum.

GIRLS' HIGH SCHOOL.

Location.....Corner of Bush and Stockton Streets.

Ellis H. Holmes	Principal.....		116	\$208 33
Miss S. S. Barr.....	Assistant.....		.....	90 00
Miss M. McKenzie.....	Assistant.....		.....	90 00
Mrs. S. R. Beals.....	Assistant.....		.....	100 00
Mad. V. Brisac	Teacher of Modern Languages.....		.....	100 00

Number of Teachers, 5; number of pupils, 116; amount of salaries, \$588 33; cost of instruction for each pupil, \$5 02 per month; \$60 24 per annum.

CITY TRAINING SCHOOL.

Location.....Corner Bush and Stockton Streets.

Mrs. A. E. Du Bois.....	Principal.....	9th and 10th....	204	\$100 00
Miss H. M. Gates.....	Assistant.....	9th and 10th....	.....	67 50
Miss A. L. Gray.....	Probationary Teacher, 2d grade.	9th and 10th....	.....	50 00

Number of Teachers, 3; number of pupils, 204; amount of salaries, \$217 50; cost of instruction for each pupil, \$1 06 per month; \$12 72 per annum.

SAN FRANCISCO LATIN SCHOOL.

Location.....Corner of Second and Bryant Streets.

Wm. K. Rowell*	Principal.....		42	\$175 00
A. L. Mann.....	Assistant.....		.....	150 00

* Vice George W. Bunnell, resigned.

Number of Teachers, 2; number of pupils, 42; amount of salaries, \$225; cost of instruction for each pupil, \$5 35 per month; \$64 20 per annum.

LINCOLN DISTRICT.

LINCOLN GRAMMAR SCHOOL.

Location.....Fifth, near Market Street.

Name of Teacher.	Position Occupied.	Grade of Class.	No. in Class.	Monthly Salary of Teacher.
Ira G. Hoitt.....	Principal.....	1st.....		\$175 00
Miss E. A. Cleveland.....	Head Assistant.....	1st.....	63	83 33
T. W. J. Holbrook.....	Sub-Master.....	2d.....	61	125 00
Philip Prior.....	Sub-Master.....	2d.....	64	125 00
Miss P. M. Stowell.....	Assistant.....	3d.....	56	67 50
Miss L. B. Jewett.....	Assistant.....	3d.....	55	67 50
Miss M. J. Ritchie.....	Assistant.....	3d.....	57	67 50
Miss E. A. Shaw.....	Assistant.....	3d.....	61	67 50
Miss A. M. Manning.....	Special Grammar Assistant.....	4th.....	55	80 00
Miss E. F. Eaton.....	Assistant.....	4th.....	51	67 50
Miss C. L. Smith.....	Assistant.....	4th.....	57	67 50
Mrs. E. M. Ludlum.....	Assistant.....	4th.....	45	67 50
Miss L. S. Swain.....	Assistant.....	4th.....	52	67 50
Miss M. T. Kimball.....	Assistant.....	4th.....	54	67 50
Mrs. E. H. B. Varney.....	Assistant.....	4th.....	54	67 50
Miss M. J. Hall.....	Assistant.....	5th.....	62	67 50
Miss Jennie Forbes.....	Assistant.....	5th.....	62	67 50
Miss B. Comstock.....	Assistant.....	5th.....	60	67 50
Miss Ellen Casebolt.....	Probationary Teacher, 1st grade.	5th.....	57	55 00

Number of Teachers, 19; number of pupils, 1,026; amount of salaries, \$1,520 83; cost of instruction for each pupil, \$1 48 per month; \$17 76 per annum.

NORMAL TRAINING SCHOOL.

Location.....Market Street, near Fifth.

Mrs. C. H. Stout.....	Principal.....		264	\$100 00
Mrs. P. C. Cook.....	Assistant.....			90 00
Miss Mary Heydenfeldt.....	Assistant.....			67 50

Number of Teachers, 3; number of pupils, 264; amount of salaries, \$257 50; cost of instruction for each pupil, 98 cents per month; \$11 76 per annum.

FOURTH STREET PRIMARY SCHOOL.

Location.....Corner Fourth and Clary Streets.

Mrs. L. A. Morgan.....	Principal.....	5th.....		\$100 00
Miss Mary Stincen.....	Head Assistant.....	5th.....	48	72 50
Miss S. Davis.....	Assistant.....	5th.....	43	67 50
Miss E. Cushing.....	Assistant.....	6th.....	63	67 50
Miss A. Gibbons.....	Assistant.....	6th.....	55	67 50
Miss C. Comstock.....	Assistant.....	7th.....	65	67 50
Miss G. Garrison.....	Assistant.....	7th.....	43	67 50
Mrs. R. F. Ingraham.....	Assistant.....	8th.....	71	67 50
Miss Hattie J. Estabrook.....	Probationary Teacher, 2d grade.	8th.....	73	50 00
Miss T. J. Carter.....	Assistant.....	9th.....	70	67 50
Miss A. Jourdan.....	Assistant.....	10th.....	85	67 50

Number of Teachers, 11; number of pupils, 616; amount of salaries, \$762 50; cost of instruction for each pupil, \$1 23 per month; \$14 86 per annum.

LINCOLN PRIMARY SCHOOL.

Location.....Corner Fifth and Market Streets.

Name of Teacher.	Position Occupied.	Grade of Class.	No. in Class.	Monthly Salary of Teacher.
Miss Kate Sullivan	Principal.....			\$115 00
Miss C. L. Hunt.....	Head Assistant.....	5th.....	66	72 50
Miss Filena T. Sherman	Assistant.....	5th.....	67	67 50
Miss M. A. Salisbury.....	Assistant.....	6th.....	65	67 50
Miss J. M. Hurley	Assistant.....	6th.....	64	67 50
Miss H. S. Arey.....	Assistant.....	7th.....	63	67 50
Miss L. A. Clegg.....	Assistant.....	8th.....	56	67 50
Miss E. Holmes.....	Assistant.....	8th.....	64	67 50
Miss M. Jordan.....	Assistant.....	8th.....	64	67 50
Miss N. Littlefield.....	Assistant.....	9th.....	61	67 50
Miss M. George.....	Assistant.....	9th.....	69	67 50
Miss B. Molloy.....	Assistant.....	10th.....	88	67 50
Miss R. B. Childs.....	Assistant.....	10th.....	90	67 50

Number of Teachers, 13; number of pupils, 817; amount of salaries, \$930; cost of instruction for each pupil, \$1 13 per month; \$13 56 per annum.

RINCON DISTRICT.

RINCON GRAMMAR SCHOOL.

Location.....Vassar Place, Harrison Street, between Second and Third Streets.

Ebenezer Knowlton	Principal.....	1st.....	52	\$175 00
Miss H. Thompson.....	Head Assistant.....	2d.....	59	83 33
Miss H. M. Clarke.....	First Assistant.....	3d.....	54	75 00
Miss S. M. Scotchler.....	Assistant.....	3d.....	61	67 50
Miss M. E. Stowell.....	Special Grammar Assistant.....	4th.....	69	80 00
Miss A. M. Dore.....	Assistant.....	4th.....	63	67 50
Miss M. A. E. Phillips.....	Assistant.....	5th.....	87	67 50
Miss L. B. Easton.....	Assistant.....	5th.....	63	67 50
Miss Margaret Wade.....	Assistant.....	6th.....	62	50 00
Miss M. S. Moulthrop	Probationary Teacher, 2d grade.	7th.....	35	50 00
Miss A. C. Robertson.....	Probationary Teacher, 2d grade.			

Number of Teachers, 11; number of pupils, 605; amount of Salaries, \$850 83; cost of instruction for each pupil, \$1 40 per month; \$16 80 per annum.

TEHAMA PRIMARY SCHOOL.

Location.....Tehama, near First Street.

Mrs. E. A. Wood.....	Principal.....			\$100 00
Miss Jennie Smith.....	Head Assistant.....	5th.....	64	72 50
Miss E. White.....	Assistant.....	5th.....	52	67 50
Miss Mary J. Pascoe.....	Assistant.....	5th.....	48	67 50
Miss S. S. Knapp.....	Assistant.....	6th.....	55	67 50
Miss Mary Smith.....	Assistant.....	6th.....	64	67 50
Miss F. A. E. Nichols.....	Assistant.....	7th and 8th.....	73	67 50
Miss Mary Guinness.....	Assistant.....	7th.....	51	67 50
Mrs. S. N. Joseph.....	Assistant.....	7th.....	64	67 50
Miss Hattie Lyons.....	Assistant.....	8th.....	59	67 50
Miss Helen A. Grant.....	Assistant.....	8th.....	61	67 50
Mrs. E. N. C. Huntington.....	Assistant.....	9th.....	66	67 50
Mrs. L. W. D. Wallace.....	Assistant.....	9th.....	61	67 50
Miss A. S. Ross.....	Assistant.....	10th.....	88	67 50
Miss Julia A. Hutton.....	Probationary Teacher, 1st grade.	10th.....	80	55 00
Miss Lizzie A. Morgan.....	Assistant.....	10th.....	78	67 50
Miss Ellen Gallagher.....	Probationary Teacher, 2d grade.	10th.....	77	50 00

Number of Teachers, 17; number of pupils, 1,041; amount of salaries, \$1,155; cost of instruction for each pupil, \$1 10 per month; \$13 20 per annum.

BRYANT STREET PRIMARY SCHOOL.

Location..... Bryant Street, near Third.

Name of Teacher.	Position Occupied.	Grade of Class.	No. in Class	Monthly Salary of Teacher.
Miss E. G. Smith.....	Principal.....	10th.....	130	\$85 00
Mrs. R. J. Cochrane.....	Assistant.....	9th.....	47	67 50
Miss A. S. Cameron.....	Assistant.....	8th.....	58	67 50
Miss Sarah Porter.....	Probationary Teacher, 2d grade.	10th.....		50 00

Number of Teachers, 4; number of pupils, 235; amount of salaries, \$270; cost of instruction for each pupil, \$1 10 per month; \$13 20 per annum.

DRUMM STREET PRIMARY SCHOOL.

Location..... Corner of Drumm and Sacramento Streets.

Miss A. M. Murphy.....	Principal.....	7th and 8th...	120	\$75 00
Miss S. B. Cooke.....	Probationary Teacher, 2d grade.	9th and 10th...		55 00

Number of Teachers, 2; number of pupils, 120; amount of salaries, \$130; cost of instruction for each pupil, \$1 08 per month; \$12 96 per annum.

FRANKLIN DISTRICT.

DENMAN GRAMMAR SCHOOL.

Location..... Corner Bush and Taylor Streets.

James Denman.....	Principal.....	1st and 2d....	{ 47	\$175 00
Mrs. E. M. Baumgardner	Head Assistant.....		83	33
Miss C. M. Pattie.....	Assistant, Teaching 2d Class..	2d.....	52	75 00
Miss N. Doud.....	Assistant, Teaching 2d Class..	2d.....	53	75 00
Miss Alice Kenney.....	Assistant.....	3d.....	59	67 50
Miss A. C. Bowen.....	Assistant.....	3d.....	52	67 50
Miss Jessie Smith.....	Assistant.....	3d.....	53	67 50
Mrs. E. P. Bradley.....	Assistant.....	4th.....	57	67 50
Miss C. C. Bowen.....	Assistant.....	4th.....	55	67 50
Miss Annie Holmes.....	Assistant.....	4th.....	56	67 50
Miss M. J. Little.....	Assistant.....	5th.....	63	67 50
Mrs. L. A. Clapp.....	Special Grammar Assistant..	5th.....	53	80 00
Miss A. Flint.....	Assistant.....	5th and 6th....	61	67 50
Miss L. Gummer.....	Assistant.....	6th.....	56	67 50
Miss Jennie Armstrong....	Assistant.....	6th.....	62	67 50

Number of Teachers, 15; number of pupils, 779; amount of salaries, \$1,163 33; cost of instruction for each pupil, \$1 49 per month; \$17 88 per annum.

HYDE STREET PRIMARY SCHOOL.

Location..... Corner Bush and Hyde Streets.

Miss Hannah Cooke.....	Principal.....	5th and 6th....	{ 47	\$85 00
Miss A. B. Chalmers.....	Assistant.....	7th.....	56	67 50
Miss D. Hyman.....	Assistant.....	8th.....	58	67 50
Miss K. Bonnell.....	Assistant.....	8th.....	69	67 50

Number of Teachers, 4; number of pupils, 230; amount of salaries, \$287 50; cost of instruction for each pupil, \$1 12 per month; \$13 44 per annum.

PINE STREET PRIMARY SCHOOL.

Location..... Pine Street, near Scott.

Name of Teacher.	Position Occupied.	Grade of Class.	No. in Class.	Monthly Salary of Teacher.
Miss L. A. Prichard.....	Principal.....	4th, 5th, 6th, 7th,	74	\$75 00
Miss Abbie F. Sprague.....	Probationary Teacher, 2d grade.	8th, 9th, 10th.....		50 00

Number of Teachers, 2; number of pupils, 74; amount of salaries, \$125; cost of instruction for each pupil, \$1 70 per month; \$20 40 per annum.

GEARY AND HYDE STREET SCHOOL.

Location..... Corner Geary and Hyde Streets.

Miss L. A. Humphreys....	Principal.....	9th and 10th....	64	\$75 00
Miss F. M. Benjamin....	Assistant.....	10th.....	67	67 50

Number of Teachers, 2; number of pupils, 131; amount of salaries, \$142 50; cost of instruction for each pupil, \$1 08 per month; \$12 96 per annum.

POLK STREET PRIMARY SCHOOL.

Miss M. E. Perkins.....	Probationary Teacher, 1st grade.	10th.....	76	\$55 00
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Cost of instruction for each pupil, 72 cents per month; \$8 64 per annum.

UNION DISTRICT.

UNION GRAMMAR SCHOOL.

Location..... Union Street, between Montgomery and Kearny.

Thos. S. Myrick.....	Principal.....	1st	49	\$175 00
J. D. Littlefield.....	Sub-Master.....	2d.....	51	125 00
Miss Susie Carey.....	Head Assistant.....			83 33
Mrs. M. Kincaid.....	Assistant.....	3d.....	41	67 50
Miss S. S. Sherman.....	Assistant.....	3d.....	45	67 50
Miss A. F. Aldrich.....	Special Grammar Assistant.....	4th.....	58	80 00
Miss E. M. Tibbey.....	Assistant.....	4th.....	46	67 50
Miss C. A. Cummings.....	Assistant.....	5th.....	49	67 50
Miss S. H. Thayer.....	Assistant.....	6th.....	54	67 50
Miss E. White.....	Assistant.....	6th.....	55	67 50

Number of Teachers, 10; number of pupils, 448; amount of salaries, \$868 33; cost of instruction for each pupil, \$1 94 per month; \$23 28 per annum.

UNION PRIMARY SCHOOL.

Location..... Corner Montgomery and Union Streets.

Mrs. A. Griffith.....	Principal.....	6th.....	51	\$100 00
Miss L. Solomon.....	Assistant.....	7th.....	63	67 50
Miss A. V. Lunt.....	Assistant.....	8th.....	68	67 50
Miss Anna Younger.....	Assistant.....	9th.....	68	67 50
Miss Ellen G. Grant.....	Assistant.....	10th.....	65	67 50
Miss Mary H. Estabrook.....	Assistant.....	10th.....	66	67 50
Miss Victoria Schaap.....	Probationary Teacher, 1st grade.	10th.....	85	55 00

Number of Teachers, 7; number of pupils, 466; amount of salaries, \$492 50; cost of instruction for each pupil, \$1 05 per month; \$12 60 per annum.

WASHINGTON DISTRICT.

WASHINGTON GRAMMAR SCHOOL.

Location.....Corner Washington and Mason Streets.

Name of Teacher.	Position Occupied.	Grade of Class.	No. in Class.	Monthly Salary of Teacher.
James Stratton.....	Principal.....	1st.....	52	\$175 00
Mrs. L. G. Deetken.....	Head Assistant.....		83 33	
H. E. McBride.....	Sub-Master.....	2d.....	50	125 00
Miss Jean Parker.....	Assistant teaching 2d class.....	2d.....	49	75 00
Miss D. S. Prescott.....	Special Grammar Assistant.....	3d.....	54	80 00
Miss S. J. White.....	Assistant.....	3d.....	54	67 50
Miss H. Satterlee.....	Assistant.....	4th.....	63	67 50
Miss S. A. Jessup.....	Assistant.....	4th.....	58	67 50

Number of Teachers, 8; number of pupils, 380; amount of salaries, \$740 83; cost of instruction for each pupil, \$1 95 per month; \$23 40 per annum.

POWELL STREET PRIMARY SCHOOL.

Location.....Powell Street, between Washington and Jackson.

Miss Carrie V. Benjamin.....	Principal.....	5th.....	55	\$100 00
Miss Selia W. Burwell.....	Assistant.....	5th.....	58	67 50
Miss Anna Giles.....	Probationary Teacher, 2d grade.....	5th.....	63	50 00
Miss Mary E. Morgan.....	Assistant.....	6th.....	56	67 50
Miss S. E. Thurton.....	Assistant.....	6th.....	65	67 50
Mrs. E. S. Forester.....	Assistant.....	7th.....	64	67 50
Miss M. E. Tucker.....	Assistant.....	8th and 9th.....	66	67 50
Miss Alice Allen.....	Probationary Teacher, 2d grade.....	10th.....	66	50 00

Number of Teachers, 8; number of pupils, 493; amount of Salaries, \$537 50; cost of instruction for each pupil, \$1 08 per month; \$12 96 per annum.

BROADWAY PRIMARY SCHOOL.

Location.....Broadway Street, between Powell and Mason.

Mrs. W. R. Duane.....	Principal.....	5th.....	49	\$100 00
Mrs. M. W. Phelps.....	Head Assistant.....	5th.....		72 50
Miss E. Overend.....	Assistant.....	5th.....	41	67 50
Miss A. E. Hucks.....	Assistant.....	6th.....	55	67 50
Miss N. S. Baldwin.....	Assistant.....	7th.....	61	67 50
Miss Fannie Howe.....	Probationary Teacher, 2d grade.....	8th.....	60	50 00
Miss Grace Wright.....	Probationary Teacher, 2d grade.....	9th.....	62	50 00
Mrs. B. M. Hurlbut.....	Assistant.....	9th.....	60	67 50
Miss Mary A. Lloyd.....	Assistant.....	9th.....	40	67 50
Miss E. G. Morse.....	Probationary Teacher, 2d grade.....	10th.....	73	50 00
Miss Mary A. Haswell.....	Probationary Teacher, 2d grade.....	10th.....	57	50 00
Miss Mary Solomon.....	Assistant.....	10th.....	55	67 50

Number of Teachers, 12; number of pupils, 613; amount of salaries, \$777 50; cost of instruction for each pupil, \$1 26 per month; \$15 12 per annum.

MISSION DISTRICT.

MISSION GRAMMAR SCHOOL.

Location..... Mission Street, between Fifteenth and Sixteenth Streets.

Name of Teacher.	Position Occupied.	Grade of Class.	No. in Class.	Monthly Salary of Teacher.
E. D. Humphrey.....	Principal.....	1st and 2d.....	56	\$175 00
Mrs. F. E. Reynolds.....	Head Assistant.....	.....	83 33	
J. H. Sumner.....	Assistant.....	3d and 4th.....	66	100 00
Miss S. Barker.....	Assistant.....	4th.....	62	67 50
Mrs. J. H. Sumner.....	Assistant.....	5th.....	60	67 50
Miss A. M. Rowe.....	Assistant.....	7th and 8th.....	63	67 50
Miss A. M. Lane.....	Assistant.....	6th.....	53	67 50
Miss A. Cipriico.....	Assistant.....	9th.....	62	67 50
Miss Maria O'Connor.....	Assistant.....	10th.....	59	67 50

Number of Teachers, 9 ; number of pupils, 484 ; amount of salaries, \$763 33 ; cost of instruction for each pupil, \$1 57 per month ; \$18 84 per annum.

SHOTWELL STREET GRAMMAR SCHOOL.

Location..... Shotwell Street, between Twenty-second and Twenty-third Streets.

Silas A. White.....	Principal.....	2d and 3d.....	46	\$125 00
Miss Mary J. Bragg.....	Assistant.....	4th.....	48	67 50
Miss Annie A. Hill.....	Special Assistant.....	.....	.....	72 50
Miss Mary J. Morgan.....	Assistant.....	5th.....	59	67 50
Miss Bessie Hallowell.....	Assistant.....	7th and 8th.....	68	67 50
Miss Hattie L. Wool.....	Probationary Teacher, 2d grade.	10th.....	60	50 00
Miss A. J. Hall.....	Probationary Teacher, 2d grade.	6th and 9th.....	43	50 00

Number of Teachers, 7 ; number of pupils, 324 ; amount of salaries, \$500 ; cost of instruction for each pupil, \$1 53 per month ; \$18 36 per annum.

EIGHTH STREET PRIMARY SCHOOL.

Location..... Eighth Street, between Harrison and Bryant.

Miss A. E. Slavan.....	Principal.....	5th.....	46	\$100 00
Miss M. A. Humphreys.....	Assistant.....	6th.....	49	67 50
Miss S. E. Frissell.....	Assistant.....	7th.....	58	67 50
Miss Grace Chalmers.....	Probationary Teacher, 2d grade.	7th and 8th.....	52	50 00
Miss S. E. Johnson.....	Probationary Teacher, 2d grade.	8th and 9th.....	53	50 00
Miss Maggie Bevans.....	Probationary Teacher, 2d grade.	10th.....	60	50 00
Miss M. Brady.....	Probationary Teacher, 1st grade.	10th.....	56	55 00
Miss Carrie Watson.....	Probationary Teacher, 2d grade.	10th.....	61	50 00

Number of Teachers, 8 ; number of pupils, 435 ; amount of salaries, \$490 ; cost of instruction for each pupil, \$1 12 per month ; \$13 44 per annum.

HAYES VALLEY SCHOOL.

Location..... Grove Street, between Larkin and Polk.

Miss L. J. Mastick.....	Principal.....	5th.....	67	\$85 00
Miss H. P. Burr	Pupil Assistant.....	.....	.....	50 00
Miss J. E. Gunn.....	Assistant.....	6th and 7th.....	58	67 50
Miss F. A. Stowell.....	Assistant.....	8th and 9th.....	71	67 50
Miss K. A. O'Brien.....	Probationary Teacher, 2d grade.	10th.....	76	50 00

Number of Teachers, 5 ; number of pupils, 272 ; amount of salaries, \$320 ; cost of instruction for each pupil, \$1 17 per month ; \$14 04 per annum.

STEINER STREET PRIMARY SCHOOL.

Location.....Steiner Street, near Turk Street.

Name of Teacher.	Position Occupied.	Grade of Class.	No. in Class.	Monthly Salary of Teacher.
Miss S. H. Whitney.....	Principal.....	{ 5th, 6th, 7th, 8th, 9th, and 10th.	{ 45	\$70 00

Cost of instruction for each pupil, \$1 55 per month ; \$18 60 per annum.

FAIRMOUNT SCHOOL.

Location.....Fairmount Tract.

Mrs. T. J. Nevins.....	Principal.....	Mixed.....	30	\$70 00
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Cost of instruction for each pupil, \$2 33 per month ; \$27 96 per annum.

SAN BRUNO SCHOOL.

Location.....San Bruno Road, near Toll Gate.

Miss Jennie Sheldon.....	Principal.....	{ 4th, 5th, 6th, 8th, and 10th.	{ 77	\$75 00
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Cost of instruction for each pupil, 97 cents per month ; \$11 64 per annum.

POTRERO SCHOOL.

Location.....Corner Kentucky and Napa Streets.

Miss A. S. Jewett.....	Principal.....	4th and 10th...	85	\$75 00
Miss Sarah Anderson....	Probationary Teacher, 2d grade	.....	.....	50 00

Number of Teachers, 2; number of pupils, 85; amount of salaries, \$1 25; cost of instruction for each pupil, \$1 47 per month ; \$17 64 per annum.

WEST END SCHOOL.

Location.....Near Six-Mile House.

Robert Desty.....	Principal.....	{ 4th, 5th, 7th, 8th, and 10th.	{ 33	\$75 00
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Cost of instruction for each pupil, \$2 27 per month ; \$27 24 per annum.

OCEAN HOUSE SCHOOL.

Location.....Near Ocean House.

Mrs. M. McGilvray.....	{ 2d, 3d, 6th, 8th, and 10th.	{ 21	\$70 00
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Cost of instruction for each pupil, \$3 43 per month ; \$41 16 per annum.

SPRING VALLEY DISTRICT.**SPRING VALLEY GRAMMAR SCHOOL.**

Location..... Broadway, between Larkin and Polk Streets.

Name of Teacher.	Position Occupied.	Grade of Class.	No. in Class.	Monthly Salary of Teacher.
L. D. Allen	Principal.....	1st.....	12	\$175 00
Miss Carrie Field.....	Head Assistant.....	2d.....	57	83 33
Miss Frances Simon.....	Assistant.....	3d and 4th.....	55	67 50
Miss Mary Murphy.....	Assistant.....	5th.....	58	67 50
Miss P. A. Fink.....	Special Grammar Assistant.....	5th and 6th.....	59	80 00
Mrs. Therese Sullivan	Assistant.....	7th and 8th.....	66	67 50
Miss J. V. Barkley	Assistant.....	8th and 9th.....	75	67 50
Miss Esther Goldsmith.....	Probationary Teacher, 2d grade.	10th.....	64	50 00
Miss Annie Kelly.....	Assistant.....	8th and 9th.....	92	67 50
Miss Mattie B. Cooke.....	Probationary Teacher, 2d grade.	10th.....	54	50 00

Number of Teachers, 10; number of pupils, 593; amount of salaries, \$765 83; cost of instruction for each pupil, \$1 29 per month; \$15 48 per annum.

NORTH COSMOPOLITAN SCHOOL.

Location..... Filbert, near Jones Street.

Miss Kate Kennedy	Principal.....	.....	.....	\$100 00
Miss F. Mitchell.....	Head Assistant.....	3d.....	47	83 33
Mrs. U. Rendsburg	Special Assistant.....	4th.....	46	83 33
Miss C. Eblin.....	Assistant.....	5th.....	56	67 50
Miss A. Chalmers.....	Assistant.....	5th.....	53	67 50
Miss A. Wells.....	Probationary Teacher, 2d grade	5th.....	59	50 00
Mde. B. Chapuis.....	Assistant.....	6th.....	69	67 50
A. Solomon.....	Assistant.....	7th.....	50	67 50
Miss F. Soule.....	Assistant.....	8th.....	67	67 50
Miss A. Campbell.....	Assistant.....	9th.....	65	67 50
Miss R. Levison.....	Assistant.....	10th.....	63	67 50
Mrs. L. M. Covington.....	Assistant.....	10th.....	64	67 50

Number of Teachers, 12; number of pupils, 639; amount of salaries, \$856 66; cost of instruction for each pupil, \$1 35 per month; \$16 20 per annum.

COLORED SCHOOL.

Location..... Broadway, between Powell and Mason Streets.

Mrs. Georgia Washburn	Principal.....	3d, 5th, and 6th.	54	\$100 00
Mrs. H. F. Byers	Assistant.....	7th,8th,9th,10th	63	67 50

Number of Teachers, 2; number of pupils, 117; amount of salaries, \$167 50; cost of instruction for each pupil, \$1 43 per month; \$16 96 per annum.

SOUTH COSMOPOLITAN GRAMMAR SCHOOL.

Location..... Post Street, between Dupont and Stockton Streets.

H. N. Bolander.....	Principal.....	2d.....	63	\$175 00
Miss L. T. Fowler.....	Head Assistant.....	.....	.....	83 33
Miss Sarah Gunn.....	Special Grammar Assistant.....	3d.....	67	80 00
C. Morell.....	Sub-Master.....	4th.....	57	125 00
A. Dulon.....	Assistant.....	4th.....	50	67 50
Mrs. A. H. Hamill.....	Assistant.....	4th.....	44	67 50
Mad. Dejarlais.....	Assistant.....	5th.....	63	67 50
Mrs. E. Foster.....	Assistant.....	5th.....	61	67 50

Number of Teachers, 8; number of pupils, 405; amount of salaries, \$733 33; cost of instruction for each pupil, \$1 80 per month; \$22 60 per annum.

SOUTH COSMOPOLITAN PRIMARY SCHOOL.

Location..... Post Street, between Dupont and Stockton.

Name of Teacher.	Position Occupied.	Grade of Class.	No. in Class.	Monthly Salary of Teacher.
Miss M. Graf.....	Principal.....	5th.....	55	\$100 00
Miss E. Roeben.....	Pupil Assistant.....	5th and 6th.....	51	50 00
Miss Grace Smith.....	Probationary Teacher, 2d grade.....	6th.....	59	67 50
Miss Julia Haehnlen.....	Assistant.....	6th and 7th.....	64	67 50
Miss Virginie Coulon.....	Assistant.....	7th.....	83	67 50
Miss Lizzie York.....	Assistant.....	8th.....	57	67 50
Miss E. Siegemann.....	Assistant.....	8th.....	66	67 50
Miss C. E. Campbell.....	Assistant.....	8th and 9th.....	67	67 50
Mrs. K. McLaughlin.....	Assistant.....	9th.....	69	55 00
Miss Sarah Miller.....	Probationary Teacher, 1st grade.....	10th.....	56	50 00
Miss E. Dames.....	Probationary Teacher, 2d grade.....	10th.....	55	50 00
Mrs. Josephine Clifford.....	Probationary Teacher, 2d grade.....	10th.....	55	50 00

Number of Teachers, 12; number of pupils, 682; amount of salaries, \$760; cost of instruction for each pupil, \$1 11 per month; \$13 32 per annum.

EVENING SCHOOLS.

R. K. Marriner.....	Principal.....	74	\$60 00
Robert Desty.....	Assistant.....	58	50 00
F. J. Leonard.....	Assistant.....	60	50 00
W. W. Theobalds.....	Teacher Foreign Evening School.....	40	50 00
J. B. Sanderson.....	Teacher Colored Evening School.....	27	50 00
Miss E. Pitts.....	Teacher Female Evening School.....	30	50 00

Number of Teachers, 6; number of pupils, 289; amount of salaries, \$310; cost of instruction for each pupil, \$1 08 per month; \$12 96 per annum.

SPECIAL TEACHERS.

Fr. Seregni.....	Teacher of Drawing.....	150 00
H. Burgess.....	Teacher of Drawing.....	150 00
F. K. Mitchell.....	Teacher of Music.....	150 00
A. J. Griswold.....	Teacher of Music.....	150 00

TEACHERS ELECTED DURING THE YEAR.

Name.	To what School.
Miss M. F. George.....	Spring Valley Primary; now in Market St. Primary.
Miss M. Guinness.....	Stevenson Street Primary; now in Tehama St. Primary.
Mr. S. A White.....	West End School; now in Shotwell Street School.
Mr. H. N. Bolander ..	Cosmopolitan Grammar School.
Mr. Choy Cum Chew..	Chinese School (not in existence now).
Miss S. E. Miller.....	Cosmopolitan School.
Miss S. D. Carey.....	Cosmopolitan School; now in Union Gram. School.
Miss M. J. Ritchie.....	Lincoln School.
Miss M. E. Perkins....	Polk and Austin Street School.

- Miss L. Solomon.....Union Primary School.
Miss E. White.....Union Grammar School.
Miss Julia A. Hutton ..Tehama Street Primary.
Miss Mary Hart.....Eighth Street Primary (left).
Miss B. Comstock.....Potrero School; now in Lincoln School.
Mr. J. M. SibleyBoys' High School.
Mr. A. Dulon.....Cosmopolitan School.
Miss C. E. Campbell...Cosmopolitan School.
Mrs. K. McLaughlin...Cosmopolitan School.
Mrs. E. Varney.....Lincoln School.
Miss L. A. MorganTehama Street Primary.
Miss Victoria Schaap ..Union Primary School.
Miss A. H. GilesPowell Street Primary.
Miss M. B. Cook.....Spring Valley Primary.
Miss G. A. Garrison....Fourth Street Primary.
Mrs. T. J. Nevins.....Fairmount School.
Mrs. A. H. Hamill.....South Cosmopolitan School.
Miss F. H. Whitney....Steiner Street School.
Miss M. J. Hall.....Lincoln School.
Miss E. M. Casebolt...Lincoln School.
Miss J. A. Forbes.....Lincoln School.
Mrs. Therese Sullivan..Spring Valley Grammar School.
Miss Grace Smith.....Cosmopolitan Primary School.
Miss E. RoebenCosmopolitan Primary School.
Miss E. Dames.....Cosmopolitan Primary School.
Miss Mary A. Lloyd...Broadway Primary.
Miss S. B. Cook.....Drumm Street Primary.
Miss M. J. Morgan....Shotwell Street.
Miss E. A. Cleveland..Lincoln Grammar School.
Mrs. E. P. Bradley....Denman School.
Miss F. Howe.....Broadway Primary School.
Miss Grace Wright....Broadway Primary School.
Miss Bertha Chapuis...North Cosmopolitan School.
Miss R. Levison.....North Cosmopolitan School.
Miss A. S. Gray.....City Training School.
Miss Kate O'Brien....Hayes Valley School.
Miss Carrie Watson....Eighth Street Primary School.
Miss Grace Chalmers..Eighth Street Primary School.
Miss A. J. Hall.....Shotwell Street School.
Miss H. S. Wooll.....Shotwell Street School.
Miss A. C. Allen.....Powell Street Primary.
Mrs. M. KincaidUnion Grammar.
Miss E. F. WebberSpring Valley School (resigned).
Miss S. H. Thayer....Union Grammar School.
Mrs. C. R. Beals.....Girls' High School.
Mrs. R. F. Ingraham..Fourth Street School.
Miss Mary Heydenfeldt.Fourth Street School; now in State Training School.

Miss M. J. Armstrong . Denman School.
 Miss J. Morse.....Broadway Street Primary.
 Miss M. A. Haswell....Powell Street Primary; now in Broadway Primary.
 Miss E. GoldsmithSpring Valley School.
 Miss Mary Stincen....Shotwell Street School; now in Fourth Street Primary.
 Mr. Robert Desty.....West End School.
 Miss H. Featherly.....Filbert Street School.
 Miss A. Wells.....Filbert Street School.
 Miss Maggie Bevans...Filbert Street School; now in Eighth Street Primary.
 Miss H. Burr.....Filbert Street School; now in Hayes Valley School.
 Miss A. C. Robertson..Silver Street Shool.
 Miss S. E. Anderson...Silver Street School; now in Potrero School.
 Miss S. Jessup.....Broadway Primary.
 Miss S. E. Porter.....Broadway Primary; now in Bryant Street Primary.
 Mrs. A. E. Du Bois....City Training School.
 Mr. F. Seregni.....Teacher of Drawing.
 Mr. H. Burgess.....Teacher of Drawing.
 Mr. A. J. GriswoldTeacher of Music.
 Mr. F. K. Mitchell....Teacher of Music.
 Mr. R. K. Marriner....Evening School.
 Mr. W. W. Theobalds. Evening School.
 Mr. Robert Desty.....Evening School.
 Mr. F. J. Leonard.....Evening School.
 Mr. J. B. Sanderson...Evening School.
 Miss Emily Pitts.....Evening School.

DIED.

*Mrs. E. C. Burt.....Tehama School.

TEACHERS RESIGNED DURING THE YEAR.

Name.	From what School
Miss M. E. Very.....	Powell Street Primary.
Miss H. A. Hanecke	Spring Valley School.
Miss Julia Clayton.....	Mission Grammar School.

* At a meeting of the Board of Education, held June 4th, 1867, Mr. Rankin presented the following resolution, a just tribute to the memory of the deceased :

Resolved, That the Board of Education has heard with unfeigned grief of the death of Mrs. Elizabeth C. Burt, late Principal of the Tehama Street School. For a period of thirteen years she was connected with the School Department of this city, and during that time her capacity to govern and at the same time to impart instruction was frequently brought to attention. Her amiability was fully recognized by her assistant teachers, her scholars, and officers and members of the Department, of which she was one of its brightest ornaments. She united with many lady-like qualities, which endeared her to a large circle of devoted friends, eminent ability for discharging the responsible and honorable duties of teacher. The Board offers to the members of the bereaved family their deep sympathy and condolence.

On motion, the resolution was unanimously adopted, ordered to be spread upon the minutes and a certified copy of the same transmitted to the family of the late Mrs. E. C. Burt.

Miss Jennie Drummond.....	Union Grammar School.
Miss L. B. Hitchings.....	Lincoln School.
Miss F. E. Cheney.....	Washington Grammar School.
Miss L. M. Drummond.....	Union Primary School.
Mr. S. D. Simonds.....	Colored School.
Miss M. F. Austin.....	Girls' High School.
Mrs. H. L. Weaver.....	Washington Grammar School.
Mrs. B. Marks.....	Spring Valley Grammar School.
Miss L. E. Field.....	Denman School.
Miss F. E. Bennett.....	Cosmopolitan Primary.
Miss M. A. Krauth.....	Broadway School.
Miss M. E. Cheney	Washington School.
Miss F. Holmes.....	Broadway School.
Miss E. F. Webber.....	Spring Valley School.
Miss M. L. Bodwell.....	Girls' High School.
Mr. Geo. W. Bunnell.....	Latin School.
Mrs. M. L. Swett.....	Model School.
Miss N. M. Chadbourn.....	Denman School.
Miss F. Lynch.....	Rincon School.
Miss A. Van Reynegom.....	Spring Valley School.

NOTES ON RESIGNATIONS.

During the past year, several of our most useful and excellent teachers have found it desirable, for their own advantage, or necessary from other circumstances, to dissolve their connection with our Department.

I trust it may not be thought invidious if I refer in kindly terms to the efficient services of several in the foregoing list.

Mr. Geo. Woodbury Bunnell arrived in this country, from New Hampshire, when fourteen years of age. He soon became connected as a pupil with one of our city Public Schools, in which he distinguished himself as a close student and fine scholar. He afterwards (but for a short period) attended the High School. Soon after he was an assistant with James Denman, Esq., in one of the early Grammar Schools; whence he was elected to the Greenwich Street School; thence transferred to the Hyde Street School; thence to the Principalship of the Spring Valley Grammar School, which position he resigned to prepare himself for a competitive examination for the Classical Department, then to be established in connection with the High School. Being successful in the examination, he was elected to that Professorship in 1865; this Department subsequently becoming the Latin School, and Mr. Bunnell its Principal. He retained this position till his resignation, in consequence of ill health, July 16, 1867.

Mr. Bunnell may with great propriety be called a self-made man. His persevering efforts in self-education have been alike creditable and remarkable. His resignation from the Public School Department of this city is to be regretted. May the school which he did so much to establish and render creditable to the city and State, long remain a monument to his ripe scholarship and persevering industry.

Miss Mary L. Bodwell arrived in this city, from Buffalo, N. Y., in December, 1863, immediately passed a very superior examination, and was elected to the State Normal School, where remaining a few months, she was elected to the Girls' High School. Here her earnest and persevering industry gained for her the confidence of her Principal and associate teachers, and the affectionate regards of her pupils. After retaining the position some three years, she resigned to assume other duties and more agreeable relations of life.

It was with deep regret that the Board of Education accepted the resignation of Miss Minnie Austin, resigning in consequence of failing health. She had occupied her position in the Girls' High School to the great satisfaction of the faculty and the Board for several years, gaining for herself the kind regards and tender sympathy of all who enjoyed her acquaintance.

Several others, after faithful and appreciated services, have also resigned their positions in Grammar and Primary Schools, to occupy others, which it is presumed will be found happier, more permanent, and more remunerative.

STATISTICS OF THE SEVERAL PUBLIC SCHOOLS,
SHOWING THE NUMBER OF DAYS' ATTENDANCE, THE AVERAGE NUMBER BELONGING, NUMBER OF ABSENCES, NUMBER OF INSTANCES OF TARDINESS, PER CENT. OF ABSENCE ON ATTENDANCE, PER CENT. OF TARDINESS ON ATTENDANCE, AND NUMBER OF INSTANCES OF TRUANCY.

BOYS' HIGH SCHOOL.

	1866.					1867.					
	July.....	August	September	October...	November	January	February .	March ...	April	May 10th .	May 31st .
Whole No. days' attendance	1,736	1,810	1,769	1,704	1,623	1,450	1,535	1,363	1,367	1,162	914
Average No. belonging.....	91	91	89	86	81	81	77	72	68	61	61
No. of absences..	10	10	14	16	5	9	5	13	8	8	1
No. of instances of tardiness....	4	2	3	.....	.....	.....	.....	.....	.....	.....	.....
Per cent. absence on attendance .	.005	.005	.007	.009	.003	.006	.003	.009	.005	.006	.001
Per cent.tardiness on attendance .	.002	.001	.001	.....	.....	.....	.....	.....	.....	.....	.....
No. instances of truancy .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

GIRLS' HIGH SCHOOL.

Whole No. days' attendance	2,167	2,241	2,169	2,108	2,083	1,703	1,841	1,738	1,899	1,648	1,103
Average No. belonging.....	115	114	112	108	106	97	94	94	96	93	93
No. of absences..	25	40	79	53	35	44	49	51	31	28	23
No. of instances of tardiness....	4	10	4	3	12	15	8	9	13	6	3
Per cent. absence on attendance .	.011	.017	.036	.025	.016	.025	.025	.029	.016	.016	.020
Per cent.tardiness on attendance .	.001	.004	.001	.001	.005	.008	.004	.005	.006	.003	.002
No. of instances of truancy.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

SAN FRANCISCO LATIN SCHOOL.

Whole No. days' attendance	1,288	1,359	1,244	1,235	1,192	1,145	1,102	1,103	1,044	855	740
Average No. belonging.....	70	70	65	64	62	59	57	56	53	52	52
No. of absences..	42	44	59	52	41	40	39	27	19	48	35
No. of instances of tardiness....	33	21	49	45	53	44	31	23	38	35	27
Per cent. absence on attendance .	.032	.032	.047	.042	.034	.034	.035	.024	.017	.056	.017
Per cent.tardiness on attendance .	.025	.015	.039	.036	.044	.038	.028	.020	.036	.040	.036
No. of instances of truancy.....	.....	.....	.....	.....	.....	.....	.....	.....	1	.....	.....

LINCOLN GRAMMAR SCHOOL.

	1866.					1867.					
	July....	August....	September	October ..	November	January ..	February ..	March.....	April ...	May 10th ..	May 31st..
Whole No. days' attendance	17,794	19,029	18,214	18,327	18,224	15,504	18,620	17,350	17,605	17,208	12,689
Average No. belonging.....	926	982	959	960	950	956	965	955	927	942	879
No. of absences..	605	623	975	904	781	671	798	835	793	785	534
No. of instances of tardiness....	512	566	507	500	473	497	315	284	224	127	150
Per cent. absence on attendance .	.033	.032	.052	.049	.012	.043	.042	.048	.045	.045	.042
Percent.tardiness on attendance .	.028	.029	.036	.027	.025	.038	.016	.016	.012	.007	.011
No. of instances of truancy.....	.....	.....	12	6	9	1	25	6	10	7	.....

DENMAN GRAMMAR SCHOOL.

Whole No. days' attendance	13,382	13,927	13,520	13,819	13,111	11,893	12,233	12,514	13,538	11,449	9,161
Average No. belonging.....	725	719	716	724	688	689	694	705	703	667	642
No. of absences..	392	453	814	521	662	512	726	911	527	545	347
No. of instances of tardiness....	322	216	206	135	217	174	226	154	168	146	86
Per cent. absence on attendance .	.029	.033	.060	.038	.050	.046	.059	.073	.039	.049	.038
Percent.tardiness on attendance .	.024	.016	.016	.009	.016	.015	.019	.012	.012	.013	.009
No. of instances of truancy.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

RINCON GRAMMAR SCHOOL.

Whole No. days' attendance	11,111	9,431	7,998	8,133	8,900	7,858	9,122	8,401	4,948	7,647	5,731
Average No. belonging.....	488	492	477	477	463	454	471	461	468	427	422
No. of absences..	268	415	490	421	392	297	303	390	366	399	224
No. of instances of tardiness....	251	288	273	204	213	199	181	110	109	104	110
Per cent. absence on attendance .	.024	.044	.061	.052	.044	.038	.033	.046	.074	.052	.040
Percent.tardiness on attendance .	.022	.030	.034	.025	.024	.026	.020	.013	.022	.014	.020
No. of instances of truancy.....	.....	.....	.....	.....	.....	.....	.....	.....	1	.....	.....

UNION GRAMMAR SCHOOL.

	1866.					1867.					
	July.....	August....	September	October....	November	January ..	February .	March	April	May 10th .	May 31st..
Whole No. days' attendance	9,418	10,013	8,932	9,407	9,612	6,796	9,304	8,856	8,609	7,861	6,653
Average No. belonging.....	518	522	532	501	508	515	489	482	468	418	342
No. of absences..	429	438	708	621	550	304	478	788	464	512	198
No. of instances of tardiness....	320	313	252	292	279	169	206	220	179	179	87
Per cent. absence on attendance .	.046	.044	.080	.066	.057	.045	.051	.089	.054	.065	.030
Per cent.tardiness on attendance .	.034	.030	.027	.030	.028	.025	.022	.026	.020	.023	.013
No. of instances of truancy.....	16	11	1.....		8	2	9	7.....		6	3

WASHINGTON GRAMMAR SCHOOL.

Whole No. days' attendance	7,077	7,403	7,166	9,182	9,311	6,076	6,772	6,223	6,711	5,662	4,715
Average No. belonging.....	385	386	382	478	481	352	352	351	350	333	334
No. of absences..	245	267	413	367	445	285	310	456	300	349	143
No. of instances of tardiness....	171	146	141	204	185	184	179	126	133	229	118
Per cent. absence on attendance .	.035	.036	.057	.040	.047	.046	.046	.073	.044	.062	.030
Per cent.tardiness on attendance .	.024	.020	.020	.022	.020	.030	.026	.020	.020	.040	.025
No. of instances of truancy.....			2	1.....		1					

MISSION GRAMMAR SCHOOL.

Whole No. days' attendance	7,996	8,198	8,137	7,786	7,513	6,717	7,066	7,041	7,964	6,666	5,938
Average No. belonging.....	441	444	435	415	398	391	387	414	416	400	410
No. of absences..	615	678	594	525	656	427	478	730	333	532	242
No. of instances of tardiness....	389	497	417	416	449	410	309	319	333	404	310
Per cent. absence on attendance .	.078	.083	.073	.067	.087	.063	.067	.100	.042	.080	.040
Per cent.tardiness on attendance .	.049	.060	.050	.053	.060	.059	.043	.045	.042	.060	.052
No. of instances of truancy.....		2	3	4	1	1	2	2			

SPRING VALLEY GRAMMAR SCHOOL.

	1866.					1867.					May 31st..
	July	August ..	September ..	October ..	November ..	January ..	February ..	March	April	May 10th ..	
Whole No. days' attendance	8,234	8,941	8,477	8,380	8,076	7,288	7,854	7,929	10,132	8,648	5,478
Average No. belonging.....	455	471	451	443	437	432	424	433	531	510	515
No. of absences..	416	525	555	513	631	440	635	694	541	623	473
No. of instances of tardiness....	394	544	395	412	384	452	479	547	506	565	443
Per cent. absence on attendance ..	.050	.059	.065	.061	.078	.060	.082	.087	.053	.072	.086
Per cent.tardiness on attendance ..	.048	.030	.044	.049	.047	.062	.061	.069	.050	.065	.080
No. of instances of truancy.....	3 .....	.....	4	1	2	1	1	4	1	4	3

COSMOPOLITAN GRAMMAR SCHOOL.

Whole No. days' attendance .....	.....	.....	.....	.....	.....	6,220	6,010	6,121	5,268	4,462
Average No. belonging.....	.....	.....	.....	.....	.....	338	330	321	315	311
No. of absences..	.....	.....	.....	.....	.....	542	581	294	412	208
No. of instances of tardiness....	.....	.....	.....	.....	.....	72	147	190	236	138
Per cent. absence on attendance ..	.....	.....	.....	.....	.....	.087	.096	.048	.078	.047
Per cent.tardiness on attendance ..	.....	.....	.....	.....	.....	.011	.024	.031	.045	.031
No. of instances of truancy.....	.....	.....	.....	.....	.....	3	3	1	1	.....

COSMOPOLITAN PRIMARY SCHOOL.

Whole No. days' attendance	8,339	9,773	9,263	11,133	11,947	9,748	7,976	8,210	9,991	9,164	7,381
Average No. belonging.....	460	521	556	572	636	515	475	510	527	530	536
No. of absences..	232	699	924	693	714	510	543	807	544	709	656
No. of instances of tardiness....	218	237	317	218	170	182	292	258	267	248	117
Per cent. absence on attendance ..	.028	.071	.099	.062	.060	.052	.068	.097	.054	.077	.089
Per cent.tardiness on attendance ..	.026	.024	.034	.019	.014	.019	.037	.031	.027	.027	.016
No. of instances of truancy.....	.....	.....	.....	1	1	.....	1	4	3	2	3

UNION PRIMARY SCHOOL.

	1866.					1867.					
	July ..	August ..	September ..	October ..	November ..	January ..	February ..	March ..	April ..	May 10th ..	May 31st ..
Whole No. days' attendance	6,149	7,223	8,503	7,382	7,239	6,939	7,604	7,609	8,533	7,403	6,212
Average No. belonging.....	355	375	397	389	383	402	397	427	448	436	431
No. of absences..	429	438	450	405	426	302	335	517	434	449	257
No. of instances of tardiness....	320	313	169	223	230	189	188	223	193	190	159
Per cent. absence on attendance ..	.070	.060	.053	.055	.059	.045	.044	.068	.051	.071	.041
Per cent.tardiness on attendance ..	.052	.044	.020	.030	.032	.028	.024	.029	.023	.026	.025
No. of instances of truancy.....	2	.....	1	.....	.....	1	2	5	2	.....	.....

GREENWICH STREET PRIMARY SCHOOL.

Whole No. days' attendance	5,480	6,133	6,039	5,795	5,506	3,623	5,272	4,942	4,825	4,484	4,010
Average No. belonging.....	305	320	313	308	298	275	282	285	276	268	275
No. of absences..	323	268	349	384	461	343	379	483	307	336	160
No. of instances of tardiness....	208	209	240	217	248	189	303	229	168	113	118
Per cent. absence on attendance ..	.060	.044	.057	.066	.084	.095	.072	.098	.064	.075	.040
Per cent.tardiness on attendance ..	.038	.034	.040	.036	.045	.052	.057	.046	.035	.025	.029
No. of instances of truancy.....	6	6	2	1	7	.....	4	4	4	5	1

FOURTH STREET PRIMARY SCHOOL.

Whole No. days' attendance	9,577	10,802	10,802	10,808	10,584	9,935	11,662	10,675	11,485	10,034	8,250
Average No. belonging.....	551	568	574	588	562	583	627	606	610	603	571
No. of absences..	378	577	787	711	826	470	802	1,074	755	843	569
No. of instances of tardiness....	253	326	306	377	251	215	270	332	360	363	242
Per cent. absence on attendance ..	.039	.053	.073	.065	.078	.047	.068	.105	.065	.084	.068
Per cent.tardiness on attendance ..	.026	.030	.028	.034	.023	.021	.023	.031	.031	.036	.029
No. of instances of truancy.....	6	2	3	2	.....	3	.....	1	3	3	.....

POWELL STREET PRIMARY SCHOOL

	1866.					1867.					May 31st..
	July	August	September	October ...	November	January ..	February	March	April	May 10th ..	
Whole No. days' attendance	8,271	7,014	9,136	9,147	8,877	8,139	9,198	8,410	8,956	7,480	6,323
Average No. belonging.....	444	463	476	480	471	468	486	469	465	443	438
No. of absences..	236	374	480	486	577	404	490	474	438	585	244
No. of instances of tardiness....	235	192	114	204	247	147	212	93	106	103	64
Per cent. absence on attendance .	.028	.053	.052	.052	.035	.049	.053	.056	.048	.078	.038
Percent.tardiness on attendance .	.028	.027	.012	.022	.027	.018	.023	.011	.011	.013	.010
No. of instances of truancy.....	5	5	5	5	5	1	2	1	2	1 .....	.....

HYDE STREET PRIMARY SCHOOL

Whole No. days' attendance	4,209	4,527	4,338	4,425	4,145	3,773	3,995	3,937	4,276	3,677	3,118
Average No. belonging.....	230	238	232	236	223	213	213	222	225	211	203
No. of absences..	234	245	300	298	319	242	296	392	227	277	177
No. of instances of tardiness....	127	73	115	68	77	67	83	66	51	47	57
Per cent. absence on attendance .	.055	.054	.069	.068	.076	.064	.074	.099	.053	.075	.056
Percent.tardiness on attendance .	.030	.016	.026	.015	.016	.017	.020	.016	.011	.012	.018
No. of instances of truancy.....	.....	.....	.....	1	3 .....	.....	.....	.....	2 .....	.....	.....

MARKET STREET PRIMARY SCHOOL

Whole No. days' attendance	12,740	13,814	13,740	14,566	14,012	12,488	14,230	13,379	14,639	12,266	9,984
Average No. belonging.....	690	727	737	782	753	747	765	772	778	741	711
No. of absences..	406	659	1,013	1,069	1,081	862	1,025	1,284	838	1,085	722
No. of instances of tardiness....	349	473	361	429	386	358	498	325	373	320	204
Per cent. absence on attendance .	.031	.047	.073	.076	.077	.068	.072	.095	.057	.088	.072
Percent.tardiness on attendance .	.027	.036	.026	.029	.027	.028	.034	.024	.025	.026	.020
No. of instances of truancy.....	.....	.....	.....	.....	.....	.....	.....	.....	7 .....	.....	.....

BROADWAY STREET PRIMARY SCHOOL.

	1866.					1867.					
	July	August	September	October ..	November	January ..	February	March	April	May 10th .	May 31st..
Whole No. days' attendance	7,190	7,468	8,305	8,511	7,430	7,005	9,192	9,370	9,922	8,593	8,002
Average No. belonging.....	394	398	446	450	405	573	490	543	536	517	565
No. of absences..	313	490	609	493	667	454	624	958	801	632	482
No. of instances of tardiness....	343	397	305	367	299	215	510	399	310	309	205
Per cent. absence on attendance ..	.043	.035	.073	.057	.088	.064	.067	.102	.080	.073	.030
Percent tardiness on attendance ..	.047	.053	.036	.043	.040	.030	.055	.042	.031	.036	.025
No. of instances of truancy.....	.....	.....	12	10	6.....	3	3	4	6	3	3

EIGHTH STREET PRIMARY SCHOOL.

Whole No. days' attendance	5,343	6,051	6,246	6,050	6,365	5,650	6,394	6,024	6,707	5,184	4,518
Average No. belonging.....	292	320	325	314	329	323	339	337	350	320	314
No. of absences..	206	233	258	229	231	181	395	374	300	545	201
No. of instances of tardiness....	218	207	187	178	152	110	182	143	164	124	130
Per cent. absence on attendance ..	.036	.038	.041	.037	.036	.032	.060	.060	.044	.151	.044
Percent tardiness on attendance ..	.040	.034	.028	.029	.023	.019	.028	.023	.024	.023	.028
No. of instances of truancy.....	.....	3.....	3.....	3.....	1.....	.....	.....	.....	.....	.....	.....

HAYES VALLEY PRIMARY SCHOOL.

Whole No. days' attendance	3,970	4,337	4,293	4,638	4,435	4,258	4,631	4,649	4,975	4,796	3,981
Average No. belonging.....	217	226	222	247	242	245	250	268	261	284	275
No. of absences..	159	231	211	296	299	197	366	340	252	311	147
No. of instances of tardiness....	208	183	148	222	180	176	298	227	141	209	183
Per cent. absence on attendance ..	.040	.053	.049	.063	.067	.043	.079	.073	.050	.064	.037
Percent tardiness on attendance ..	.052	.042	.034	.047	.040	.041	.064	.048	.028	.043	.045
No. of instances of truancy.....	.....	1	1	4	3.....	1	3.....	2.....	.....	.....	.....

TEHAMA PRIMARY SCHOOL.

	1866.					1867.					
	July	August	September	October	November	January	February	March	April	May 10th	May 31st
Whole No. days' attendance						4,433	17,647	17,828	19,978	16,587	13,027
Average No. belonging.....						897	1,027	995	1,044	1,039	932
No. of absences..						52	885	1,172	839	1,318	885
No. of instances of tardiness....						44	424	499	364	437	239
Per cent. absence on attendance ..						.011	.050	.065	.041	.079	.067
Per cent.tardiness on attendance ..						.010	.024	.025	.018	.026	.017
No. of instances of truancy.....						25	8	5	7	3	

NORMAL TRAINING SCHOOL.

Whole No. days' attendance	4,158	4,368	4,317	4,175	4,159	3,789	4,169	3,682	3,966	3,310	2,926
Average No. belonging.....	214	228	230	221	222	217	222	213	209	196	202
No. of absences..	132	194	277	237	276	113	270	361	210	221	104
No. of instances of tardiness....	125	140	126	154	178	120	140	133	164	108	201
Per cent. absence on attendance ..	.051	.044	.032	.056	.066	.029	.064	.096	.052	.066	.035
Per cent.tardiness on attendance ..	.030	.032	.029	.036	.042	.030	.033	.036	.041	.032	.068
No. of instances of truancy.....			1			1			2	2	2

COLORED SCHOOL, BROADWAY STREET.

Whole No. day's attendance	1,125	1,457	1,369	1,435	1,332	1,126	1,434	1,576	1,722	1,618	1,351
Average No. belonging.....	65	80	78	81	79	74	78	98	97	96	98
No. of absences..	157	163	195	185	243	183	118	253	217	135	118
No. of instances of tardiness....	212	259	166	235	196	162	202	220	183	202	104
Per cent. absence on attendance ..	.130	.112	.142	.128	.183	.161	.082	.160	.125	.083	.087
Per cent.tardiness on attendance ..	.188	.177	.121	.156	.146	.143	.140	.133	.106	.125	.076
No. of instances of truancy.....					6	2					

APPENDIX.

91

COMPARATIVE SCHOOL STATISTICS, EMBRACING THE YEARS FROM 1849-50 TO 1866-7 TO

SHOWING THE NUMBER AND THE INCREASE IN THE NUMBER OF CHILDREN IN THE PUBLIC SCHOOLS, THE NUMBER AND THE INCREASE IN THE NUMBER OF CHILDREN BETWEEN FOUR AND EIGHTEEN YEARS OF AGE, THE NUMBER AND PER CENT. OF INCREASE IN NUMBER OF CHILDREN ATTENDING PRIVATE SCHOOLS, ANNUAL CURRENT SCHOOL FUND AND PER CENT. OF INCREASE, ANNUAL ASSESSMENT ROLL, RATE OF CURRENT SCHOOL PROPERTY TAX, ANNUAL APPORTIONMENT OF STATE SCHOOL FUND, ETC., ETC.

State Apportionment, per pupil				
Per cent. of increase				
State Apportionment				
Per cent. of School Tax on total State Tax				
Rate of School Tax.	Total	City		
	City			
	State			
Per cent. of increase				
Total Assessment Roll				
Per cent. of Increase.....				
Increase.....				
Annual Current School Fund				
Percent. of the No. attending Private Schools on the No. attending Public Schools				
Total number of children attending Private Schools				
Increase.....				
No. of children bet. 4 and 18 years of age as reported by Census Marshal				
Increase				
Total number of children attending Public Schools				
Increase				
Total number of teachers employed				
Year.				
1849-50	2	150	175	
1850-1	4	325	175	
1851-2	15	275	2,132	
1852-3	16	1,200	600	
1853-4	19	3	1,500	
1854-5	29	10	2,200	
1855-6	61	32	3,700	
1856-7	60	* 1	2,821	
1857-8	67	7	5,273	
1858-9	75	8	6,201	
1859-60	68	* 7	6,108	
1860-1	73	6	6,617	
1861-2	82	9	8,204	
1862-3	94	8	8,177	
1863-4	108	14	9,015	
1864-5	138	30	8,000	
1865-6	206	88	10,153	
1866-7	253	47	13,385	

* Decree.

† These figures show the total number of pupils that were enrolled during the respective years, and not the average per month, as shown by the other figures. Were the monthly trans-

The Ward Schools were this year withdrawn from the Public School Department, and a pecuniary contribution of \$60,000 was given to the City of Boston.

PUBLIC SCHOOL REPORT.

SCHOOL CENSUS, REPORTED JULY, 1867.

	Number of white children between 5 and 15 years of age.			Number of negro children between 5 and 15 years of age.			
	Boys.		Girls.	Total.	Boys.	Girls.	
	No. of children bet. 6 and 15 years of age attending Private Schools ..	No. of children bet. 6 and 15 years of age attending Public Schools ..	No. of children bet. 6 and 15 years of age ..	No. of children under 5 years of age ..	White.	White.	White.
	610 1,102	610 1,129	1,220 2,231	20	2 9	29 1,559	105 266
1st District	83	90	173	21	21	30	51
2d District	832	790	1,622	21	21	30	51
3d District	131	132	263	1	2	3	1,005
4th District	462	539	1,001	10	18	28	180
5th District	719	686	1,405	3	4	7	588
6th District	1,329	1,369	2,698	5	4	9	1,037
7th District	785	777	1,562	4	5	9	2,014
8th District	1,706	1,704	3,410	3	6	9	1,305
9th District	1,179	1,254	2,433	1	1	1	2,582
10th District	711	730	1,441	14	6	20	94
Totals	9,649	9,810	19,459	79	86	165	14,457
10th District—Roman Catholic Orphan Asylum .....	.....	196	196	79	86	165	1,761
11th District—Magdalene Asylum .....	.....	15	15	.....	.....	.....	4,165
11th District—Deaf, Dumb, and Blind Asylum	3	2	5	.....	.....	.....	2,281
11th District—Industrial School	99	12	111	.....	.....	.....	.....
12th District—St. Boniface Asylum	4	5	9	.....	.....	.....	.....
12th District—Protestant Orphan Asylum	103	76	179	.....	.....	.....	.....
12th District—Ladies' Protection and Relief Home	52	62	114	.....	.....	.....	.....
Grand totals	9,910	10,178	20,088	79	86	165	14,457
							1,761
							11,252
							4,165
							2,281

NOTE.—The number of Mongolian children under 15 years is 179, 37 of whom attend school.

COMPARATIVE CENSUS STATISTICS, FROM 1861 TO 1867.

Number of blind children between 4 and 18 years of age														
Number of deaf and dumb children between 4 and 18 years of age														
Number of Negro children between 4 and 18 years of age														
Number of Mongolian children between 4 and 18 years of age														
Number of Indian children between 4 and 18 years of age														
Number of children between 6 and 18 years of age not attending any school														
Total number of children reported as attending Private Schools														
Total number of children reported as attending Public Schools														
Number of children between 4 and 6 years of age attending private schools														
Number of children between 4 and 6 years of age														
Number of white children under 21, born in California														
Number of white children between 18 and 21 years of age														
Number of white children under 4 years of age														
Total number of white children between 4 and 18 years of age														
Number of girls between 4 and 18 years of age		Under 18												
Number of boys between 4 and 18 years of age		Between 6 and 15												
Number of applicants for school accommodation														
1861	7,541	7,859	8,669	6,740	.....	8,890	.....	2,115	.....	65	219	10	6
1862	13,358	9,059	898	13,282	4,604	3,139	1,989	181	192	32	22
1863	16,208	9,744	952	14,655	3,172	5,155	4,552	117	234	32	29
1864	9,273	9,475	18,748	10,974	1,157	18,321	3,747	454	6,561	4,823	2,653	55	434
1865	1,142	10,004	10,577	20,581	11,413	1,291	21,123	3,995	604	7,805	5,450	3,565	59	279
1866	8,502	8,721	17,223	13,238	9,621	4,403	9,746	68	146	36
1867	1,761	11,974	4,165	2,281	179

SUMMARY OF MONTHLY REPORTS OF TEACHERS FOR THE YEAR 1865-6, COMMENCING JULY 1, 1865, AND
ENDING JUNE 30, 1866.

PUBLIC SCHOOL REPORT.

Month, Ending—	Attendance of Teachers at School.			Record of Visits.																		
	Number of school visits made by other persons ..			Number of visits made by Super- intendent.....																		
	Number of visits made by School Directors			No. of visits to pi- rents, made by teachers.....																		
	Time lost by ab- sence during school hours....			Time lost by tardy- ness.....																		
	Time lost by tardy- ness.....			h. m. h. m.																		
	Number of times tardy.....			67 10-58 7																		
	No. of days absent.			38 234 268																		
July 28, 1865	4,633	3,650	.036	3,690	4,262	7,952	7,065.5	6,816.6	.964	3,779	1,683	324	233	38	67	10-58	7	234	268	194	900	
Aug. 28, 1865	154,370	6,874	4,730	.041	4,494	4,335	8,829	8,114.8	7,736.8	.952	940	600	69	231	66	106	11-8	3-25	261	242	91	1,850
Sept. 29, 1865	160,790	9,085	4,422	.056	5,369	4,657	10,026	9,000.1	8,518.8	.946	1,982	734	317	210	60	174	8-32	4-50	392	181	89	1,171
Oct. 27, 1865	169,363	10,797	4,282	.063	5,285	4,562	9,847	8,871.3	8,330.7	.939	1,009	740	211	268	31	111	13-40	11-55	340	272	116	1,088
Nov. 24, 1865	163,944	13,691	4,155	.083	5,106	4,398	9,504	8,685.9	7,939.6	.914	658	691	98	202	69	136	15-28	33-10	319	369	232	1,001
Jan. 5, 1866	139,018	9,504	3,486	.058	5,100	4,494	9,594	8,642.6	8,071.5	.933	657	607	156	268	36	90	11-31	12-20	293	149	87	1,084
Feb. 2, 1866	163,094	14,590	4,457	.089	5,280	4,663	9,943	8,681.9	7,574.0	.918	1,741	902	317	237	55	142	19-42	7-55	220	93	15	916
March 2, 1866	162,981	11,464	4,559	.070	5,452	4,5C5	10,017	8,934.7	8,340.9	.930	794	582	132	161	68	130	19-32	14-5	281	182	69	1,204
April 6, 1866	171,265	12,580	4,607	.072	5,352	4,638	9,990	8,988.7	8,076.6	.913	740	701	91	274	71	127	14-57	22-25	287	136	6	943
May 4, 1866	166,414	10,920	4,301	.065	5,419	4,734	10,153	9,376.0	8,820.2	.940	1,082	632	73	48117	94	10-20	9	291	172	191	1,444	
May 31, 1866	165,707	11,540	4,294	.069	5,297	4,083	9,960	9,273.8	8,833.7	.936	776	844	37	44	66	88	9-32	10-20	301	261	29	2,246
Aggregate for the year... .	1,744,625	115,688	46,973	...	55,844	49,991	105,835	95,635.3	89,449.4	...	14,031	8,716	1,825	2,177	677	1,325	145-20	136-45	3,219	2,325	1,126	13,507
Monthly Av- erage	158,602	10,517	4,270	.066	5,077	4,544	9,621	8,694.1	8,131.7	.935	1,215	792	165	197	61	120	13-12	12-25	292	211	102	1,264

SUMMARY OF MONTHLY REPORTS OF TEACHERS FOR THE YEAR 1866-7, COMMENCING JULY 1, 1866, AND ENDING JUNE 30, 1867.

APPENDIX.

95

Attendance at School.	Record of Visits.					
	Number of school visits made by other persons..					
	Number of visits made by Super intendent					
	Number of visits made by School Directors					
Number of visits made by parents made by teachers						
Time lost by absence during school hours				h. m.	h. m.	
Time lost by tardiness.....				17-8	4-10	
Number of times tardy				26-11	15-58	
Number of days absent				29	21-6	
Total number of instances of truancy.....				89	120	
Total number promotions.....				51%	176	
Total number expelled				75	51%	
Number registered for admission				51	3	
Number transferred				148	50	
Number left				180	57	
Number of pupils entered.....				88	7	
Per centage of attendance on average No. belonging				88	7	
Average daily attendance				185	79	
Average number belonging				8031	815	
Total number enrolled....				934	934	
Whole number of girls enrolled on Register.....				10,320	11,552	
Whole number of boys enrolled on Register.....				10,679	11,584	
Whole number of tardinesses				10,154	10,154	
Per cent. of absence on attendance				1,933	1,933	
Whole number of days' absence				1,934	1,934	
Whole number of days' attendance.....				1,935	1,935	
Aggregate for the year				1,936	1,936	
Monthly Average				1,937	1,937	

FORMER MEMBERS OF THE BOARD OF EDUCATION OF SAN FRANCISCO.

FROM THE YEAR 1856 TO 1857-8.

Names of Members from 1851 to 1856.	DISTRICTS.	1856-7.	1857-8.
C. J. Brenham.....	First District.....	R. W. Fishbourne	R. O'Neil.
C. L. Ross.....			
Joseph F. Atwell	Second District.....	J. C. Mitchell	A. S. Edwards.
John Wilson			
Henry E. Lincoln.....	Third District.....	William Sherman.....	Wm. Sherman.
S. R. Harris			
N. Holland.....	Fourth District.....	William Hooper	S. B. Stoddard.
W. H. Bovee			
R. K. Waller.....	Fifth District,	W. W. Estabrook	A. Tandler.
C. O. West			
W. H. Talmage.....	Sixth District,	J. Hunt	C. L. Taylor.
H. J. Wells			
J. K. Rose.....	Seventh District.....	Wm. Pearson.....	Wm. Pearson.
C. K. Garrison.....			
S. P. Webb.....	Eighth District.....	E. B. Goddard.....	E. B. Goddard.
J. B. Moore			
F. Billings	Ninth District.....	P. M. Randall	J. O. Eldridge.
J. P. June.....			
W. A. Piper	Tenth District	George M. Blake.....	C. C. Knowles.
J. P. Buckley.....			
J. S. Benson.....	Eleventh District.....	George Seger	E. Judson.
R. S. Tibbetts.....			
F. C. Ewer			
Elisha Cook	Twelfth District.....	L. P. Sage.....	J. S. Dungan.
James Van Ness.....			
T. J. Nevins, Superin- tendent and Sec'y, 1852 and 1853.		J. C. Pelton, Superin- tendent and Sec'y.	J. C. Pelton, Superin- tendent and Sec'y.
W. H. O'Grady, Superin- tendent, 1853 and 1854.		W. H. O'Grady, Super- intendent and Sec'y.	H. P. Janes, Superin- tendent and Sec'y.
		E. A. Theller, Sup't.	
		B. Macy, Secretary.	

FROM THE YEAR 1858-9 TO 1861-2.

Districts.	1868-9.	1859-60.	1860-1.	1861-2.
First District.....	R. O'Neil.....	R. O'Neil.....	E. Donnelly	E. Donnelly
Second District	J. H. Widber	J. H. Widber	J. H. Widber	J. H. Widber
Third District	L. B. Purdy	William M. Hixon	H. D. Ellerhorst	H. D. Ellerhorst
Fourth District.....	William Bartling	William Bartling	William Bartling	William Bartling
Fifth District.....	John H. Brewer	John H. Brewer	G. W. Baers	A. L. Hathaway
Sixth District.....	H. B. Janes	H. B. Janes	H. B. Janes	James Bowman
Seventh District	William Pearson	William Pearson	William Pearson	William Pearson
Eighth District	George Corfan	George Corfan	Francis Blake	George Corfan
Ninth District	J. O. Eldridge	J. O. Eldridge	W. L. Palmer	W. L. Palmer
Tenth District.....	C. C. Knowles			
Eleventh District.....	E. Judson	E. Judson	M. Lynch	M. Lynch
Twelfth District.....	J. S. Dungan	J. S. Dungan	J. S. Dungan	Joseph M. Wood
	H. P. Janes, Superintendent	Jas. Denman, Superintendent	Jas. Denman, Superintendent	Jas. Denman, Superintendent
	Samuel Barkley, Secretary	James Pearson, Secretary	James Pearson, Secretary	James Pearson, Secretary

FROM THE YEAR 1862-3 TO 1866-7.

Districts.	1862-3.	1863-4.	1864-5.	1865-6.	1866-7.
First District.....	L. B. Mastick .....	L. B. Mastick .....	L. B. Mastick .....	L. B. Mastick .....	E. H. Coe
Second District	J. H. Widber	John F. Pope	John F. Pope	H. T. Graves	H. T. Graves
Third District	J. W. Dodge	J. W. Dodge	Washington Ayer	William F. Hale	William F. Hale
Fourth District	William Bartling	George B. Hitchcock	George B. Hitchcock	Joseph W. Winans	Joseph W. Winans
Fifth District.....	Lafayette Story	Lafayette Story	W. A. Grover	Washington Ayer	Washington Ayer
Sixth District	James Bowman	Erwin Davis	Giles H. Gray	Joseph W. Winans	Joseph W. Winans
Seventh District	William G. Badger	William G. Badger	William G. Badger	A. C. Nichols	A. C. Nichols
Eighth District	George Corfan	E. D. Sawyer	J. L. N. Shepard	Ira P. Rankin	Ira P. Rankin
Ninth District	W. L. Palmer	J. N. Risdon	S. B. Thompson	George C. Hickox	George C. Hickox
Tenth District.....	C. C. Knowles	J. H. Widber	J. H. Widber	S. C. Bugbee	S. C. Bugbee
Eleventh District.....	M. Lynch	M. Lynch	M. Lynch	M. Lynch	P. B. Cornwall
Twelfth District.....	Joseph M. Wood	Abner Dole	Charles M. Plum	Charles M. Plum	Austin Wiley
	George Tait, Super't	George Tait, Super't	George Tait, Super't	John C. Pelton, Super't	John C. Pelton, Super't
	D. H. Whitemore, Sec'y	D. H. Whitemore, Sec'y	Daniel Lunt, Secretary	Daniel Lunt, Secretary	Daniel Lunt, Secretary

INVENTORY OF SCHOOL FURNITURE, AUGUST 30, 1867.

Name of School.													Cost.
Boys' High.....	95	3	19	47	..	..	3	1	..	..	..	..	\$1,089 60
Girls' High.....	179	4	16	17	..	1	1	1	..	3	..	1	1,683 00
Latin	73	4	7	10	..	..	2	..	..	..	..	2	.852 40
Lincoln Grammar..	1019	22	51	87	186	1	19	1	1	4	16	1	8,962 30
Denman Grammar..	766	14	39	100	152	2	14	1	..	6	11	..	6,880 40
Rincon Grammar..	464	15	33	6	1	2	7	..	2	1	3	..	3,495 10
Union Grammar....	420	9	21	2	43	..	8	..	4	2	..	1	3,361 80
Washington Gram'r	354	8	20	..	55	2	7	1	..	..	..	1	2,988 40
Spring Valley Gram..	326	11	20	37	8	2	8	..	3	..	..	10	2,608 20
Mission Grammar..	295	9	14	..	55	1	7	1	..	2	..	1	.712 00
Shotwell Grammar..	84	4	14	..	39	..	..	..	..	..	..	1	.816 80
Cosmopolitan Gram..	477	12	19	7	57	1	11	..	1	..	..	1	3,185 50
Tehama Primary ...	398	18	47	75	108	1	16	..	7	9	2	..	4,131 60
Lincoln Primary ...	205	12	27	8	104	2	12	..	..	4	3	5	183 12 4 ..
North Cosmopolitan Primary.....	281	9	15	..	61	..	4	..	..	1	..	3	97 .. 2 ..
Broadway Primary	91	13	27	1	134	..	12	2	1	..	..	242	12 2 ..
Powell St. Primary	294	9	26	..	33	..	7	1	..	2	2	2	1 .. 8 1 ..
Eighth St. Primary	234	9	15	..	63	..	5	..	1	..	..	6	2,110 20
Fourth St. Primary	123	12	41	..	83	..	10	..	..	1	..	10	1,495 70
Union Primary.....	7	16	..	129	..	7	..	..	1	..	1	38	5 ..
Hayes Valley Prim'y	117	4	8	..	36	..	3	2	..	2	..	..	4 .. 1,102 80
Steiner-St. Primary	14	1	3	..	10	..	1	..	..	..	..	..	107 00
Bryant St. Primary	2	1	5	..	54	..	3	..	..	..	..	15	2 2 ..
Hyde and Bush Sts. Primary.....	120	4	12	..	53	1	4	1	..	1	1	1	45 4 1 ..
Hyde and Geary Sts. Primary.....	..	2	4	..	35	..	2	..	..	..	..	3	2 ..
Model and Normal	238	15	45	21	29	1	8	1	..	9	..	3	108 8 2 ..
Fairmount	24	1	4	..	12	..	1	..	..	..	..	1	..
Ocean House	8	1	2	..	8	..	..	..	..	..	..	1	..
West End	12	1	2	..	8	..	1	..	..	..	..	1	..
San Bruno	24	1	2	..	11	..	..	1	..	1	..	1	..
Potrero	36	1	3	..	16	..	1	..	..	1	..	1	361 00
Silver Street .....	..	1	3	..	36	..	..	..	..	..	..	..	136 50
Drumm Street	21	1	2	..	12	..	1	..	..	1	..	1	179 50
Polk and Austin Sts. ....	..	1	3	..	17	..	1	..	1	..	..	1	..
Pine Street	30	1	3	..	8	..	1	..	1	..	..	1	258 20
St. Mark's Place .....	..	2	2	..	27	..	..	..	..	..	..	6	120 50
City Training .....	..	4	6	..	35	..	..	..	..	..	..	24	.. 188 20
Colored	76	2	14	..	13	..	2	1	..	..	2	..	653 00
Totals.....	6900	248	610	418	1711	17	180	12	8	43	62	19	15 23 1221 157 17 4
Carpenter's Shop and contents.....	..	..	..	..	..	..	..	..	..	..	..	..	1,000 00
Total amount.....	..	..	..	..	..	..	..	..	..	..	..	..	\$63,078 60

P. S. The value of the above furniture is taken at cost price; deduct 5 per cent, for wear and usage, and the present value of School Furniture will be about \$60,000.

REAL ESTATE OF THE SAN FRANCISCO SCHOOL DEPARTMENT.

LOTS DEEDED BY COMMISSIONERS OF FUNDED DEBT.

Fifty vara lot No. 301, corner of Bush and Stockton Streets.
Fifty vara lot No. 462, corner of Kearny and Filbert Streets.
Fifty vara lot No. 663, corner of Vallejo and Taylor Streets.
One hundred vara lot No. 128, corner of Market and Fifth Streets.
Lot on Fourth Street, 80 feet by 125 feet, portion of one hundred
vara No. 174, corner of Harrison and Fourth Streets.

LOTS OBTAINED BY EXCHANGE.

Fifty vara lot No. 482, on Greenwich Street, received in exchange
for fifty vara lot No. 695, corner of Stockton and Francisco Streets.

Inner portion of one hundred vara lot No. 76, fronting on Vassar
Place, Harrison Street, near Second Street (100 x 180 feet,) obtained
in exchange for fifty vara lot No. 732, corner of Fremont and Harri-
son Streets.

Part of one hundred vara lot No. 274, 115 feet on Eighth Street
by 275 feet deep, received in exchange for one hundred vara lot No.
258, corner of Folsom and Seventh Streets.

Part of fifty vara lot No. 157, on Broadway near Powell Street
($69\frac{1}{4}$ x $137\frac{1}{2}$ feet,) received in exchange for portion of one hundred
vara lot No. 174, corner of Fourth and Harrison Streets.

Part of fifty vara lot No. 581, 70 feet on Post Street, between Du-
Pont and Stockton Streets; received in exchange for portion of one
hundred vara lot No. 174, corner of Fourth and Harrison Streets.

Lot 100 feet on Tyler Street, by $137\frac{1}{2}$ feet deep, between Pierce
and Scott Streets, for lot No. 2, block 431, Western Addition.

LOTS OBTAINED BY PURCHASE.

Fifty vara lot No. 418, on Union, near Montgomery Street.
One half of fifty vara lot No. 121, on Powell near Clay Street.
Lot on Mission Street, 200 by 182, in block 35.
Part of fifty vara lot No. 1320, $97\frac{1}{2}$ feet on Bush Street by $137\frac{1}{2}$
feet on Hyde Street.
One half of fifty vara lot No. 159, on Powell near Jackson street.
Fifty vara No. 602, corner of Mason and Washington Streets.
Fifty vara No. 1023, corner of Bush and Taylor Streets.

Lot on Broadway Street, $39\frac{3}{4}$ by $91\frac{3}{4}$ feet; portion of fifty vara lot on the northeast corner of Powell and Broadway Streets.

Lot on Tehama Street, 28 by 75 feet, commencing at the southerly line of Tehama Street, at a point distant 297 feet westerly from the southwest corner of First and Tehama Streets.

Lot on Tehama Street, 90 by 75 feet, numbered on the official map of the city of San Francisco as lots Nos. 46 and 47 of the one hundred vara lot survey.

Lot on Kentucky Street, 50 by 100 feet, commencing at a point on the westerly line of Kentucky Street, distant one hundred feet southerly from the southwest corner of Kentucky and Napa Streets.

Lot on Chenery Street, 62 by 125 feet, commencing at a point on the east line of Chenery Street, distant northerly 200 feet from the northerly corner of Randel and Chenery Streets.

Also, lot on the San Jose Railroad, 62 by 175 feet, commencing at a point on the westerly line of the San Jose Railroad, distant 183 feet northerly from the northwest corner of Randall Street and the San Jose Railroad.

Lot on Chenery Street, 50 by 125 feet, being known as Lot No. 8, in Block 29, as laid down upon the map of the Fairmount Tract, San Miguel Ranch.

Lot on Silver Street, 44 by 70 feet, commencing at a point on the northwesterly line of Silver Street, distant 112 feet from the northwesterly corner of Silver and Second Streets.

Lot on the corner of Pine and Larkin Streets, 200 by 120 feet, portion of Block 14, Western Addition.

Lot on Clay Street, near Powell, $26\frac{1}{2}$ by 75 feet, adjoining Boys' High School lot on the north.

Lot on Silver Street, 24 by 80 feet, with house and improvements ; purchased of S. King.

Lot on Silver Street, 20 by 80 feet, with house and improvements ; purchased of M. Kelsy.

Lot on Silver Street, 25 by 75, purchased of Mr. O'Connelly.

LOTS OBTAINED BY DONATION.

Nos. 13, 14, 15, 16, 26, 27, and 28, in Block No. 85, Potrero Nuevo. Donated by Geo. Treat ; value \$1,500.

No. 4, in Block No. 23, Bernal Ranch, West End Map, six miles out, County Road. Donated by Harvey S. Brown ; value \$1,400.

Lot on the southwest corner of Kentucky and Napa Streets, 100

by 100 feet, Potrero. Donated by Robert Dyson, J. W. Raymond, J. Ward, Samuel Gilmore, Jas. L. Riddle, and C. G. Eaton; value, \$2,800.

Lots 247, 248, 249, 250, 251, 252, 253, Precita Valley Lands, on Adams St., near Eve St., 50 by 132 feet. Donated by Vitus Wackenreuder; value \$500.

Lot on Vermont Street, 120 by 200 feet, being a portion of Block No. 127, Potrero Nuevo. Donated by Nathan Porter and E. D. Sawyer; value \$1,000.

Lot on Bernal Ranch, 80 by 180 feet, designated on West End Map No. 2, as Lot No. 4, Block 27. Donated by Nathan Porter; value \$1,000.

Lot on Filbert Street, between Taylor and Jones, 100 feet front, portion of fifty-vara No. 446; donated to School Department by the Board of Supervisors; value \$10,000.

Lot on Shotwell Street, $122\frac{1}{2}$ by $122\frac{1}{2}$ feet, between Twenty-second and Twenty-third Streets. Donated by John Center; value \$8,000.

Lot on Montana Street, 200 by 125 feet, known as Lot No. 4, Block W, upon a certain map marked "Map of Lands of the Railroad Homestead Association. Donated by Association; value \$1,000.

LOTS OBTAINED BY VAN NESS ORDINANCE.

In Mission Blocks—

- Fifty vara lot in Block No. 8.
- Fifty vara lot in Block No. 21.
- Fifty vara lot in Block No. 34.
- Fifty vara lot in Block No. 61.
- Fifty vara lot in Block No. 93.
- Fifty vara lot in Block No. 104.

In Western Addition—

- Fifty vara lot No. 2, in Block No. 3.
- Fifty vara lot No. 6, in Block No. 14.
- Fifty vara lot No. 5, in Block No. 21.
- Fifty vara lot No. 5, in Block No. 29.
- Fifty vara lot No. 2, in Block No. 62.
- Fifty vara lot No. 5, in Block No. 111.
- Fifty vara lot No. 5, in Block No. 117.
- Fifty vara lot No. 5, in Block No. 123.
- Fifty vara lot No. 2, in Block No. 136.
- Fifty vara lot No. 2, in Block No. 158.

Fifty vara lot No. 5, in Block No. 281.
 Fifty vara lot No. 5, in Block No. 289.
 Fifty vara lot No. 2, in Block No. 318.
 Fifty vara lot No. 2, in Block No. 325.
 Fifty vara lot No. 6, in Block No. 374.
 Fifty vara lot No. 2, in Block No. 419.
 Fifty vara lot No. 2, in Block No. 460.
 Fifty vara lot No. 2, in Block No. 565.

In Potrero Nuevo—

Lot in Block No. 39, 100 by 200 feet.
 Lot in Block No. 46, 100 by 200 feet.
 Lot in Block No. 163, 100 by 200 feet.

VALUATION OF SCHOOL PROPERTY.

	Value of Im- provements.	Value of Lot.	Total.
Lincoln School lot and buidiing	\$100,000	\$175,000	\$275,000
Boys' High School lot and building	15,000	15,000	30,000
Girls' High School lot and building	10,000	30,000	40,000
Denman School lot and building	50,000	35,000	85,000
Union School lot and building	15,000	10,000	25,000
Rincon School lot and building	10,000	20,000	30,000
Washington School lot and building	15,000	15,000	30,000
Spring Valley School lot and building	13,000	12,000	25,000
North Cosmopolitan School lot and building	12,000	13,000	25,000
South Cosmopolitan School lot and building	17,000	18,000	35,000
Mission School lot and building	10,000	20,000	30,000
Shotwell Street School lot and building	8,000	8,000	16,000
Powell Street School lot and building	3,000	12,000	15,000
Fourth and Clary Street School lot and building	5,000	15,000	20,000
Bush and Hyde Street School lot and building	3,000	9,000	12,000
Tehama School lot and building	28,000	12,000	40,000
Hayes Valley School lot and building	7,000	8,000	15,000
Eighth Street School lot and building	8,000	12,000	20,000
San Bruno School lot and building	3,500	1,500	5,000
Fairmount School lot and building	2,700	1,300	4,000
Potrero School lot and building	2,200	2,800	5,000
Pine Street School lot and building	2,200	3,800	6,000
Broadway School lot and building	12,000	23,000	35,000
Colored School lot and building	4,500	5,500	10,000
Filbert and Kearny School lot and building	8,000	7,000	15,000
Greenwich Street School lot and building	3,000	7,000	10,000
Tyler Street School lot and building	4,370	630	5,000
Pine and Larkin School lot and building	8,000	7,000	15,000
West End School lot and building	1,600	1,400	3,000
Lot, corner of Vallejo and Taylor streets			6,000
Forty lots in the suburbs, at \$4,000 each			160,000
Total			\$1,057,000

R E P O R T .

To the Honorable Board of Education—

GENTLEMEN: I herewith beg leave to submit to your Honorable Body the annual report of the Public School Department, which I recently presented to the Honorable Board of Supervisors; and I embrace this as a fitting occasion for offering for your consideration certain suggestions and recommendations, which I deem worthy of the attention of your Honorable Board. I propose to briefly touch upon a variety of subjects. Extended comments on any one, however interesting or important, will be impracticable, if not inappropriate. Hints and brief statements of facts must therefore be accepted instead of discussions and argument.

It may have been expected that as I am so soon to cease connection with my present office, I should avoid all adverse criticism, and dwell upon the brighter and pleasanter side of every question, and leave to others who are to succeed me the duty of advising needed improvements, by pointing out present errors. It certainly is not pleasant to call attention to others' faults, or to have our own pointed out or commented upon; but in what other way are improvements and progress so likely to be secured? My interest in the future welfare of the Public Schools of San Francisco induces me to devote the most of this brief report to noting certain faults and defects, which in some cases recently, and in others during many years, have been insidiously and almost imperceptibly creeping into our Public School system—into the management of our schools, our methods of instruction, etc. It would have been vastly more agreeable to have pursued a different course—that ordinarily adopted—to have indulged in just eulogies upon those essential features of our system, which are truly and incontrovertibly excellent.

It would have been an easy task to have written in glowing terms upon these agreeable topics, for, the prominent and superior features of our system, and the intrinsic merits of our schools, infinitely outnumber all defects which may be noted.

With very great justice I could have recounted the arduous duties and faithful labors of our intelligent and able corps of teachers, most of whom, in patient industry and untiring ambition, are, I am sure, equal to the best found in the School Department of any city or country. Most of our teachers labor for the cause's sake as well as for a pecuniary compensation, which, it is true, is measured, but never paid or possible of being estimated, by dollars and cents. Our Public School teachers, like all others who labor for the true welfare of the State, toil for a compensation never realized in this world; they perform a work to be fully appreciated only by the generations which are to succeed them.

I could also have spoken in the most complimentary and truthful terms of my associates in the Board of Education. To their fidelity and zeal in the discharge of their duties I can well attest. Unpaid and unrequited, except in the gratification of an approving conscience, they have performed, and are constantly yet quietly performing, a service for the community which should earn for them its lasting gratitude. It is to be regretted, as it is also unaccountable, that custom so curiously estimates and so strangely rewards those who honestly and gratuitously labor in its service in our Department and in other public stations. I note this as one of the *errors of the times which should be corrected*, and one which is by no means unimportant to the public welfare. But I will proceed to notice other current errors in our schools and faults in the school system, which more particularly pertain to ourselves. The correction of these rests with educators and with those who are charged with the duties and responsibilities of directing school management.

During the last few years the growth of our Department has been so rapid that much of my time has been unavoidably occupied with the more external wants of the schools. In the meantime, little abuses and errors have not escaped my notice, and I call attention to some of them now, in the hope that my object in doing so may not be misapprehended. I *can* only have in view the interests of the schools. Let my suggestions be met by teachers and the friends of Public Schools in the spirit by which they have been dictated, and receive the general response of those who with me have a sincere desire for the advancement and perfection of our free schools, our cherished Public School system; and let us all, with unselfish and disinterested zeal, co-operate with each other in mutual good will and friendly rivalry. In this manner we will continue to secure possible

improvements in the schools, and, it is to be hoped, ultimately reach every attainable excellence in the system.

NOMINATION AND APPOINTMENT OF TEACHERS.

It not unfrequently occurs that members representing the various Districts ask the filling of some vacancy by the nomination of some friend, or friend of some friend, whom they do not know personally, and as to whose qualifications as teachers they are therefore, of course, entirely uninformed. It requires no argument to prove that such nominations are often not such as should be made, and that this system of securing appointments is not that which is most likely to result in the promotion of the best interests of the school. I would advise a different method of appointing teachers. As vacancies occur in schools, from time to time, during terms, they should be filled by some one fixed and single authority—by the Superintendent alone, or by the Committee on Nominations, or by the Directors of Districts. The present custom of associating all these in making an appointment, unnecessarily and unwisely divides authority and lessens personal responsibility. I think the Superintendent should fill *all* vacancies, subject, of course, to the approval of the Board of Education. He must be best informed as to the scholarship of teachers whom he has assisted to examine. He must also be best informed as to the experience and success of those who have taught as *substitutes*, or in our normal and training schools. He will be most likely to be acquainted with the personal merits and qualifications of those applicants, whom he frequently meets, and with whom he is perhaps personally acquainted; and having in all probability fewer “friends to reward” than have all the other members of the Board or a Committee, he will, in my opinion, be much more likely to act justly, and appoint discreetly, with due regard for the best interest of the schools, than any Committee, or any other appointing power whatever. The next better plan would be to allow the Nominating Committee to appoint without reference to special claims, wishes or motives of Directors.

I will notice in this connection another evil, which will certainly bear modification, and is of such nature as can only be corrected by the good sense and improved taste of those practicing it. I refer to the objectionable custom of too frequent personal appeals to mem-

bers, which in political parlance and by ruder terms is known as "log-rolling." Persistent persuasion for self-interest or the interests of friends, is natural enough; but too much of this does not generally result in securing the largest degree of justice to the most meritorious of persons or measures. I here call attention to what is, in my opinion, a serious and growing evil in our Department—a custom which subjects members of the Board of Education to every kind of personal interposition and annoyance—resulting in the habit of pressing members for their votes or influence for or against almost every measure coming before them. This ought not to be so. The good of the schools should be the highest aim of all, and the Board of Education should be left to act freely, according to the conscientious convictions of right and duty. No argument is necessary to prove that the highest interest of the Department would thus be better subserved.

VACATIONS AND HOLIDAYS.

Since my connection with the Superintendency, I have observed the necessity of a better arrangement of vacations and holidays; the want of this has rendered it necessary to make special orders to meet popular demands or the convenience of schools. I would suggest the early discussion of this question, and a thorough examination into the subject, such as its great importance demands. It should first be determined what vacations are for, what their objects, whose convenience to promote, what special or general interests they are to subserve. If simply to give *rest* to pupils and teachers, it matters little when vacations are held. If the schools, as schools, are only to be regarded, the longer vacations should be in winter, during the rainy season, when irregular attendance of pupils is most to be expected, and in mid-summer, when the strong winds prevail and the weather is most unpleasant. But if vacations are to afford *recreation* to weary teachers and restive pupils, then the most agreeable portion of the pleasant seasons should be selected. In any case, great care should be exercised to have the schools, when in regular session, interrupted as little as possible. The loss of a day is then practically the loss of a half week. Vacations should be so arranged as to include, so far as possible, the ordinary National and State

holidays, and also those religious festivals of the various churches and sects of our community, which are especially enjoined.

HOLIDAYS.

NATIONAL.

Twenty-second of February.
Fourth of July.

STATE.

Days of Thanksgiving and Fasting.

Election days. (Municipal and Judicial elections, occurring in September and October.)

The Catholic Church requires the observance of—

January 1—Circumcision of our Lord.
January 6—Epiphany.
February 2—Purification of the B. V.
Mary.
March 19—Feast of St. Joseph.
March 25—Annunciation of the B. V.
Mary.
June 24—St. John the Baptist.
June 29—Feast of St. Peter and St.
Paul.
August 15—Assumption of the B. V.
Mary.

September 8—Nativity of the B. V.
Mary.
November 1—All Saints Day.
December 8—Feast of the Immaculate
Conception of the B. V. Mary.
December 11—Nativity of our Lord.
Ascension Day—(This feast falls on
Thursday of the sixth week after
Easter.)
Corpus Christi—(Corpus Christi falls
on the third Thursday after As-
cension Thursday, *i. e.*, the second
Thursday after Pentecost.)

The Jewish Congregations celebrate the following with special attention and due solemnity. (Solemn holy days, inviolable):

Pentecost—Two days, between May
15th and June 11th.
Tabernacles—Two days between Sep-
tember 17th and October 15th, and
two days between September 27th
and October 28th.
Day of Atonement—which occurs be-
tween Sept. 14th and Oct. 10th.
New Year—two days—Between Sep-
tember 5th and October 11th.
Passover—Two days between March
26th and April 22d, and two days
between April 1st and April 28th.

REMARKS.

Solemn holidays are three days in the
year, thirty days in ten years; out
of which five fall either on Satur-

day or on Sunday. Other holidays
are ten days in the year, one hun-
dred days in ten years; out of
which twenty-five days fall either
on Saturday or Sunday.

Second holidays, observed by the re-
ligious portion only, (included in
the above number of days), are
five days in the year, viz : two on
Passover, one on Pentecost, and
two on Tabernacles.

The holidays, except Pentecost, fall
about the close of the winter and
summer quarter—at the end of
March and September—namely,
at the vernal and autumnal equi-
noxes.

Protestant Churches and people generally concur with the Catholic Church in the observance of the Christmas holidays.

Arranging vacations so as to include the more important holidays, is extremely desirable, and wherein not practicable to exclude those days set apart by the churches and religious faith of a portion of the community, the regulations of the schools should take no note of absence or loss of recitations. Pupils detained from school for religious observances should be exempt from the ordinary disadvantages of non-attendance. They should not, by the rules of their schools, be tempted away from the solemn obligations of worship and attention to religious duties recognized by their parents and their church. Though attendance at school, regular and punctual, may and should be insisted upon, as of very grave importance, it is safe in these days to have all children understand that religious obligations and their conscientious observance are of paramount importance.

TEXT BOOKS EMBRACED IN THE COURSE OF STUDY IN THE SAN FRANCISCO PUBLIC SCHOOLS, THEIR COST AND UNWISE USE.

I desire to call the attention of the Honorable Board of Education to the great number, and consequent heavy expense to parents, of the text books now in use in our Public Schools. Let the following list of books, with their cost, be examined :

BOOKS IN THE BOYS' HIGH SCHOOL.

Hooker's Natural History	\$1 50	Robinson's Mensuration.....	\$1 75
Hooker's Physiology.....	1 50	Robinson's Surveying.....	2 00
Warren's Physical Geography...	1 50	Robinson's Navigation.....	2 00
Natural Philosophy.....	1 50	Descriptive Geometry.....	2 00
Hooker's Chemistry.....	1 50	Kerl's Grammar.....	1 00
Hooker's Geology.....	1 50	Quackenbos' Rhetoric.....	1 00
Brockleby's Astronomy.....	1 50	Shaw's English Literature.....	1 00
Robinson's Progressive High		Moral Philosophy.....	1 00
Arithmetic	1 00	Mental Philosophy.....	1 00
Robinson's Algebra.....	1 25	Constitution of United States...	1 00
Robinson's Geometry.....	1 50	General History	1 50
Robinson's Trigonometry	1 50	Fifth Reader.....	1 50

Number of books used in Boys' High School, 23 ; at a cost of \$32 50.

BOOKS USED IN THE LATIN SCHOOL.

Andrews and Stoddard's Latin Grammar.....	\$1 50	Dr. Smith's Smaller History of Rome.....	\$1 00
McClintock and Cook's First Book in Latin.....	1 50	Arnold's Latin Prose Composition	1 50
Andrews' Latin Reader.....	1 25	Colburn's Intellectual Arithmetic	35
Hanson and Rolfe's Hand Book of Latin Poetry.....	1 50	Robinson's Progressive Practical Arithmetic.....	75
Hanson's Latin Prose Book.....	1 50	Robinson's Progressive Higher Arithmetic.....	1 25
Andrews' or Anthon's Latin Lexicon.....	7 00	Robinson's New Elementary Algebra.....	1 25
McClintock's First Book in Greek	1 50	Robinson's New Geometry.....	2 00
Crosby's Greek Grammar.....	1 50	Bullion's English Grammar.....	75
Owen's Xenophon's <i>Anabasis</i> ...	1 75	Parker and Watson's National Fourth Reader.....	1 25
Owen's Homer's <i>Iliad</i>	1 75	Warren's Physical Geography..	1 75
Liddell's and Scott's Greek Lexicon.....	7 00	Boyd's English Composition....	1 25
Number of books used in Latin School, 22 ; at a cost of \$40 85.			

BOOKS USED IN THE GIRLS' HIGH SCHOOL.

Fifth Reader.....	\$1 50	Brockleby's Astronomy.....	\$1 50
Vocal Culture	1 00	Quackenbos' Natural Philosophy	1 50
Rhetoric, Quackenbos'.....	1 50	Sheppard's Constitution of the United States.....	1 00
Algebra, Robinson's Elementary	1 25	Shaw's English Literature.....	1 25
Geometry, Robinson's.....	1 50	Botany, "How Plants Grow,"..	1 00
Warren's Physical Geography...	1 50	Manesca's French Grammar....	1 50
Worcester's General History....	1 50	Hooker's Chemistry.....	1 50
Hooker's Chemistry.....	1 50	Hooker's Natural History.....	1 50
Number of books used in the Girls' High School, 15 ; at a cost of \$20 50.			

BOOKS USED IN THE GRAMMAR SCHOOLS.

FIRST GRADE.			
Kerl's Common School Grammar	\$0 75	Quackenbos' Composition.....	\$0 75
Clarke's Geography.....	1 75	Payson and Dunton's Book-Keeping	1 75
Parker's Natural Philosophy....	50	Fifth Reader.....	1 50
SECOND GRADE.			
Cutter's Elementary Physiology.	1 50	Town's Analysis of the English Language	50
Robinson's Practical Arithmetic.	75	Fourth Reader.....	1 00
Anderson's History.....	75		
THIRD GRADE.			
Cornell's Grammar School Geography.....	\$1 25	Colburn's Mental Arithmetic....	\$0 35
FOURTH GRADE.			
Willson's Third Reader.....	\$0 75	Kerl's Grammar, First Steps....	\$0 35
Willson's Speller.....	35	Robinson's Rudiments.....	40
Number of books used in Grammar School course, 17 ; at a cost of \$14 95.			

BOOKS USED IN PRIMARY SCHOOLS.

Fifth Grade.....	Cornell's Primary Geography.....	\$0 75
Sixth Grade.....	Willson's Second Reader	50
Seventh Grade ..	Willson's Primary Speller.....	25
	Robinson's Primary Arithmetic.....	25
Eighth Grade...	Willson's First Reader.....	35
Tenth Grade.....	Primer	25

Number of books used in Primary School course, 6 ; at a cost of \$2 35.

Total number of Text Books used in the present Primary, Grammar and Boys' High School course, 46 ; at a total cost of \$49 80.

Total number of Text Books used in the present Primary, Grammar and Latin School course, 45 ; at a total cost of \$58 15.

Total number of Text Books used in the Present Primary, Grammar and Girls' High School course, 38 ; at a total cost of \$37 80.

Double the above number of books, and the above cost also, for the loss and wear and waste of books by unnecessary changes, and a reasonably correct idea may be formed of the present expense of text books during a course in our schools.

But the burdensome expense imposed upon parents by the unreasonable number of text books now in general use, though by no means trifling, is of less consequence than the injury resulting to pupils from their use. They are now compelled to wade through or skim over this labyrinth of books before graduation is possible. The habits of carelessness, wastefulness and extravagance in the use of books, which is induced by this system, is also serious, but not so objectionable as the superficial habit of study; or else the unnecessary burdens and wicked waste of vitality, which more careful memorizing of all these books necessarily imposes. A skimming over prescribed pages, chapters, and books; the hobbling over the course in schedule time, preparatory for examination and promotion, (for the pages and chapters must all be gone over in a prescribed period,) is now the rule ;—the chief concern, the leading, controlling, and centralizing idea of both pupils and teachers, is the examination. Thoroughness is too little thought of by either, and if it were attempted, *thoroughness* would be found almost impossible of attainment under the present system of text book recitations, and text book examinations, and what is worse, text book study. The habits of memorizing and methods of instruction at present in vogue, the rushing over pages and through books, and from book to book, and from one series of books to another, leads inevitably to overwork, or the most miser-

able superficiality;—to carelessness and confusion of ideas, to the weakening and wasting of the minds of pupils; so that nothing in either case is learned thoroughly, seen, remembered, and understood distinctly. This great number and unwise use of books results necessarily in the now almost universal habit in all schools, of “giving out” and “hearing lessons,” and the “drilling” by the teacher, and the stupid memorizing and “saying of lessons” by the pupils.

Another of the evil results of these series of text books is to multiply branches of study and lengthen out the prescribed course of work. As mathematical studies are more complicated, so the text books of that branch are increased. Therefore the course of study is too much confined to mathematical drill, with too little attention paid to the more requisite branches of reading, orthography and especially the natural sciences and modern languages. Even in the lowest Primary classes where the children are just comprehending their alphabet and the mysteries of orthography, in themselves work enough for their young brains, they are drilled by the hour in the abstruse questions of arithmetic, and when they enter into the Grammar Schools their reading, writing and spelling is often simply abominable, and in these schools, even, their case is not in these respects very greatly improved. It is absurd to suppose that all these poor children are to lead such professional lives as will require a profound knowledge of the higher mathematics, while it is very evident that in any sphere of life a substantial knowledge of all that pertains to language and the natural sciences is both requisite and beneficial, if not indispensable.

FREQUENT CHANGES OF TEXT BOOKS.

I cannot refrain from here alluding to the too frequent and unnecessary changing of text books. Since the notion has become prevalent, perhaps I should say universal, that books must perform the teaching in our schools, every improvement in any science results in a new book, or new series; the old books must straightway be thrown aside and the new ones introduced. This is simply an unnecessary and injurious custom. More is always lost than gained by a change of books before the one in hand is thoroughly learned. If there be discoveries in science from time to time, or if other improvements render a text book slightly imperfect or incomplete, cannot the living teacher of that science which it embraces, if he or she be

a capable teacher, supply the deficiency or make the needed improvements or corrections in the book in use? If teachers had been allowed or required to do this, no changes in books would have been necessary in the past ten years, and we would now have better scholars and better teachers. It will very generally be admitted that there is an advantage to a pupil in studying one book through thoroughly before commencing another. In after life the distinct recollection of that one book is often a guide to thought. The operations, rules and even the phraseology of that one book is indelibly impressed on the mind, while a change only confuses, and leaves no mental landmark to follow. (See Report of Text-book Committee, in Appendix II.)

THE RELATIVE DUTIES OF GRAMMAR MASTERS AND PRINCIPALS OF PRIMARY SCHOOLS.

A source of some discontent—not serious—is the present somewhat unsettled relative authority and responsibility of Grammar and Primary Principals. This indecision tends to create hesitation and doubt on the part of some, and irritation or a servile spirit among others. It sometimes results in, if it does not sanction, actual injustice to subordinates. No woman is worthy of a position in the Department if her education has not rendered her capable of holding honest and intelligent opinions concerning school matters, and especially on questions regarding her own duties and the interest of her own school. For the very reason that a woman does think, believe, and has opinions, she should be respected, and a just protection given her in the fullest enjoyment and expression of her views. It is by the lady teachers that some of the best ideas have been advanced and improvements suggested in educational matters; and in connection with examinations, promotions, methods of instruction, etc., I have always found their judgment and opinions eminently reliable. In the matter of discipline, it is not to be supposed that ladies will display that force, energy, and decision reasonably to be expected of men. In such matters Subordinate Principals should, if they require it, have the ready support of Grammar Masters; but in teaching and in the management of their schools and classes they should be left to act as independently as possible.

OUR FILLED CLASSES.

I desire to call the attention of the Board of Education to the unreasonable number of pupils in some (I ought to say in most) of the classes in our Primary Schools. There are now organized 155 primary classes. The average number in these classes is 62.

There are twenty classes in which the average is 81.

There are fifteen classes in which the average is 84.

There are twelve classes in which the average is 85.

There are ten classes in which the average is 87.

It requires no argument to convince any one of the impropriety of such a crowded condition of classes as exists in many of our schools. It is a wrong to teachers to overtak them and exhaust their life and energies in the vain attempt to do a work which they cannot possibly accomplish. It is a wrong to parents, who send their children to school, reasonably expecting them to be properly cared for and instructed; and it is a gross wrong to the children themselves, to thus waste their golden days, when school opportunities are so rapidly passing, and when time lost can never be recalled.

In other cities teachers have much smaller classes. In New York the average in classes taught by females is about 36; in Boston, 42; in Chicago, 36; in Philadelphia, 45; in Baltimore, 36; in Cincinnati, 42.

The needful remedy, till school-rooms are more abundantly supplied, would be the placing of a monitor or normal teacher in these large classes, to assist the regular teacher in instruction and discipline.

OF SCHOOL DISCIPLINE.

CORPORAL PUNISHMENT.

There was a time (the olden time) when the willow, birch and "ferule," were indispensable fixtures of every school and class-room. I can well remember those schools where the rod was in greater demand than the ordinary text books. Fresh supplies of long and delicately tapering withes were usually brought into the room every morning and placed in position, to stand there like menacing sentinels when the children were called to the opening exercises of the school,

"the reading of the scriptures and prayer;" but like many customs and conventionalities of a hundred years ago or less, flogging and other corporal inflictions for small offenses, for trivial infractions of the rules of the school room or neglect of its duties, are fast becoming obsolete, especially in good schools, those under the management of teachers of competence and discretion. A resort to whipping, to physical torture of any kind, though generally insisted upon as a right—as a means of discipline to which they may appeal—is very rare with good educators, here or elsewhere. I consider nothing more absurd and fruitless—few crimes more harmful and flagrantly wicked in their moral effects than that of incessant whipping in school. To whip for every trifling delinquency of a thoughtless, mirthful boy, overrunning with buoyant and childish life, to lash and cuff and slap for every little and inevitable misdemeanor of the classroom, is cruel and heartless. To flog and torture the bodies of children when their minds and hearts should be appealed to is stupefying and brutalizing, destructive of self-respect, and also deadening to the moral sensibilities of both pupils and teachers; a monstrous wrong, which should be abolished by the good sense of teachers at least.

But from an examination of the records of corporal punishment in this Report, it would appear that there is a great difference in *practice* among our teachers as to their methods of enforcing discipline; else there is a wonderful and quite unaccountable difference in the nature of the pupils attending the different schools. As all boys and girls are human, at least, it can scarcely be believed that they differ so much in different schools, as to satisfactorily account for the entire absence of punishment in some schools, and its excessive frequency in others—perhaps in the immediate neighborhood.

SUSPENSIONS.

I fear that some of our teachers exercise too little discretion in suspending pupils from school, for insufficient offenses. Except from imperative necessity, suspending pupils is a serious wrong, and often a dangerous experiment also. If a pupil, under little restraint at home, and inclined to avoid school duties, be sent from school for several days, or even for one day, a break is made, which is quite likely to be followed by truancy, if nothing worse. A suspension of necessity results in loss of time and lessons, in more or less discouragement, and of consequence in a retrogression instead of an advance on the part of the pupil. Other means for enforcing discipline should

be resorted to when possible. The propriety of suspending pupils for the misconduct of parents, or for their own misbehavior out of school hours and away from school, is still more questionable.

BETTER DISCIPLINE DURING RECESSES.

I am confident that too little attention is given in some of our schools to proper supervision and discipline during *recesses*. When several hundred children are huddled together in the ordinary yard or play ground there is a strong tendency to a degree of confusion and disorder which is positively harmful. If not destructive in its influences upon the general good order of a school, a great amount of confusion during recesses is inevitably injurious. Children should be mirthful and joyous, should play and frolic; and they may do so with great advantage to their bodies and spirits; but shouting in unearthly yells and shrieks, indulging in the most barbarous, boisterous, rude and rowdyish romping and raving, and rushing about the yard pell mell, in almost demoniac frenzy and excitement is not recreation, it is not amusement; it is not health-giving to either body or mind, but hurtful to both, especially to the latter. Our Public School pupils are sometimes reproached for being *rough* and *rude*. When they are so it is generally to be explained by the above habits, formed *out of school*, and these should be at once corrected by increased attention and care on the part of teachers. The conduct of pupils about the school premises during recess, the habits they there form, the influences they there encounter, are justly matters of deep concern to parents, and of great importance to pupils themselves. Too much judicious care cannot be exercised over pupils in the matter of their general *habits* and *manners*.

I prefer the custom common in most other cities of dismissing pupils to their homes during the lunch hour; then opportunities of disorder and other evils are at once avoided, and teachers are thus saved a great care and burdensome responsibility. This should be a regulation of our department; otherwise the intermission should be shortened to a recess of 20 or 30 minutes.

It has been observed that parents when residing in the vicinity of a school, much prefer that their children return home to spend their noon recess and take their lunches with the family. This is to be preferred both as a matter of prudence and convenience. To this

regulation it is objected that frequent absence and tardiness would occur in the return of pupils in the afternoon; but it is believed that this inconvenience would, with suitable energy and care, soon be overcome.

REMARKS ON SCHOOL ATTENDANCE.*

One of the greatest evils of any well conducted school is *irregular attendance*, the repeated absence and the frequent tardiness of pupils. Nothing is more destructive to systematic progress and to good discipline—nothing annoys and perplexes teachers so much—no evil seems to require the exercise of so much patience, and call for so much constant effort. If parents only *could* and would understand *how* much harm they cause teachers, schools and their own children by a want of care in the matter of sending them regularly and promptly to school, they doubtless would be more thoughtful and attentive. But parents do not seem generally to understand their duties or the interests of their children in this respect, hence it becomes necessary for the Board of Education to adopt regulations of the most stringent

* Notwithstanding the attendance of pupils during the past year has not been as good as might have been the case, under better regulations, still it has been better than is secured in the schools of most other cities. It may be a harsh remedy to exclude or suspend pupils for irregular attendance, but the rules of our Department permit it, and the regulation in some cases seems to work well; in others it is to be regretted that the result of suspension is the loss of school privileges by the irregular pupil, through the carelessness or cupidity of selfish and thoughtless parents. This regulation, of course, conduces to the high per cent. of attendance in our schools. This subject suggests a Truant Law, applicable in its provisions to parents and guardians as well as to pupils. In many European cities a fine is imposed upon parents for neglect of duty in this respect.

The following table gives an interesting and gratifying exhibit of the attendance of pupils at the Public Schools of this city, compared with similar statistics of Eastern cities:

	Per cent.	Per cent.	
San Francisco.....	.93 7-10	Chicago.....	.92 8-10
Boston.....	.93 5-10	Springfield, Ill.....	.93
Cincinnati.....	.93 3-10	Lowell, Mass.....	.90
St. Louis .....	.93 3-10		

It will be seen that San Francisco ranks other cities in the above table.

In this connection, the table in the Appendix, showing the comparative attendance of pupils, must be interesting to the teachers of our Department, and to the patrons of the different schools which it embraces.

character, to lessen if not eradicate the evil complained of. In Eastern cities the locking of the outside gates or closing of the doors of the class rooms at the moment the opening hour arrives is a common regulation. It seems to be regarded as perfectly correct, too, and to work well. By this regulation tardiness is, of course, unknown.

For the benefit of parents I desire to call attention to the amount of absence during the past year (from July 1st, 1866, to May 31st, 1867). 132,775 instances! equal to the absence of 631 pupils during the entire year!! Here is a condition of things which parents and patrons should look to at once. The apparent attendance of pupils in our schools is good only because the absence of pupils after five days is not taken into the account. While, therefore, the *apparent* average is $.93\frac{8}{10}$ per cent. in the schools of San Francisco (better figures than are usually found in the reports of other cities), the number of absences have been enormous. If we should add the number of days absence of those pupils whose non-attendance has been excluded under the five days rule, we should probably have the total absence increased to double the above number of days, and an average per cent. of attendance decreased correspondingly to $.87\frac{6}{10}$ per cent.

A better arrangement of vacations and holidays, as elsewhere advised, is the remedy, which should receive immediate attention.

TARDINESS.

Good as is the average attendance of pupils at our Public Schools, *tardiness* is yet too common; though decreasing, it is still entirely too great in many schools. Our statistics show that during the past year there were sixty-two thousand four hundred and sixty-one (62,461) instances of tardiness. Stand in front of one of our schools when the opening hour arrives, and there will in most instances be observed a condition of things, in regard to the attendance of pupils, not at all satisfactory. When the bell rings and pupils assemble, a large number have not yet arrived to participate in the opening exercises; a few are yet absent when the recitations commence. Troops of pupils are sometimes seen trudging quite leisurely along, five, ten, fifteen minutes, or half an hour behind time. The annoyance to teachers and to punctual pupils, caused by these mischievous habits of irregularity, is bad enough; but the self-inflicted and often permanent injury to pupils, resulting from such habits, can scarcely be over-estimated. Such habits induce a

careless indifference and laziness in the performance of all duties, and they grow with the pupils' growth and strengthen with their years—become a part of their character, their misfortune for life. More effective rules and regulations should be adopted to correct this evil. It is a source of mischief, often leading to absenteeism, then naturally to truancy ; for the duties of the school room become irksome to careless and irregular pupils ; such will sooner or later seek to avoid study by truancy, in time leaving school altogether. Parents should be wise enough to see to this, and thoughtful enough to assist teachers in maintaining the unfailing and prompt attendance of their children. In no way can they better guarantee their future welfare.

SCHOOL HOURS.

Here a word should be said in favor of early school hours. Attendance has been found to be more regular and prompt since the opening hour has been changed from *ten* to *nine* o'clock. I would suggest, as a still further improvement (one which I am confident will be found, after fair trial, to work well), that the Public Schools open at eight o'clock, in summer, and close at two ; in the winter open at nine o'clock. This system would conduce to healthful industry and enterprising habits on the part of children, which through life would be a blessing to them. It would be better for parents also, who require the assistance of their sons and daughters, for it would give them their uninterrupted time from two o'clock in the afternoon. It would be better for teachers for similar reasons. It would be better for all ; cultivating the habit, idea, and feeling, that the business of the day, or the work of the school, was *first*, and play or other duties *next* in importance.

OF THE STUDY OF ARITHMETIC.

ARITHMETIC IN PRIMARY SCHOOLS.

I have already alluded to the too great prominence and importance given arithmetic. I submit the query : Why do most authors introduce young children to the study of arithmetic by questions (generally with their appropriate answers appended) on the technical definitions of abstract and totally incomprehensible mathematical terms ? Robinson, generally regarded as a good author, (other

book makers do the same), in his Lesson I., undertakes to explain to little children, just entering school, the meaning of Notation and Numeration (a most hopeless and useless attempt); and then he tells these A-B-C-ans the *why* one method is called Roman and the other Arabic. He assumes that these little children, just learning to speak, have already studied Ancient and Modern History; that they know about the Romans and Arabs—at least it is expected that they have some knowledge of those peoples, else why does he tell them anything about the “reason why” in this connection?

The second book of Robinson's series (and the second in most other series—a book for little girls and boys, not yet capable of the simplest analysis, scarcely able to make the simplest computation, or give a correct solution of *any* arithmetical question), commences with :

(1) *A definition of quantity!* What brilliant ideas a child obtains of quantity—(unless it be of fruit, cake, or candy)—even from the best possible definitions! But what do children learn from those definitions ordinarily given in the book, to wit: “Anything that can be increased, diminished, or measured,” etc.?

(2) *Unit—a single thing, or a definite quantity.* What need these little children know of the technical definition of a unit?

(3) *Number—a collection of units.* What can children in the very beginning understand from such a definition; and what need they know as to what may be the technical definition of *number*? Children should commence numbers with counting, adding, and subtracting; they cannot comprehend the definitions of *terms*.

(4) *An Abstract Number?* An abstract and useless inquiry.

(5) *A Concrete Number?* Ditto.

(6) *A Single Number?* Ditto.

(7) *A Compound Number?* Ditto.

(8) *An Integral Number? or, Integer!* Worse and worse.

(9) *A Fractional Number? or, Fraction!* What! fractions before they have been seen even in the books?

(10) *A Like Number?* Dark and incomprehensible.

(11) *Unlike Number?* Still more mystical.

(12) *Arithmetic?* Answer—*The Science of Numbers—the Art of Computation.* Here all children are utterly and hopelessly lost; they can know nothing of the words which they use. Yet the foregoing is from the “Second Lesson,” for a child to learn in commencing

practical arithmetic. After an infinite amount of "drilling" on these and similar exercises, or "lessons," what is gained? what is learned? Nothing, except the verbal pronunciation of terms which cannot be understood till more maturity of mind is attained; and then these terms are naturally and easily comprehended, with little or no effort or sacrifice of time. As has so frequently been suggested in this Report, authors have undertaken entirely too much, and in preparing their text books for children, they have too often (universally I might say), taken the little ones from things real, comprehensible and practical, and have given them the abstract, impractical, and unserviceable; and teachers have too generally followed these authors' examples. I would here call attention to the sin of allowing books to take the place of intelligent, living teachers.

ARITHMETIC IN GRAMMAR SCHOOLS.

In my opinion, we have not only too much time devoted to the study of arithmetic in the lower grades of our schools, but in the higher also—in those grades composing the Grammar Department. Especially is this true in schools which are composed wholly or partially of girls. And in these higher grades, too, the work is more unsuitable in kind than in amount; and here, too, again the books are more particularly and more positively at fault. The "Arithmetics" attempt to teach everything, leaving too little as the germ for the pupil's future earnest and independent inquiry; and for the teachers, the books now leave little or nothing, except the hearing of lessons and explanations, generally repeated *verbatim et literatim* from the text books. Not only is too much assumed and essayed to be accomplished by the *text* books, but, as suggested, the kind of work required and imposed upon pupils is not that which will in the future be most practical, and hence most useful. In arithmetic, as in other branches, it seems to be assumed, by authors and teachers, that every pupil is to become a professor of the science, and must therefore be inducted into and made familiar with all its abstract principles; required step by step, *seriatim*, to fathom and comprehend in detail all its intangible, hidden and escaping mysteries. This assumption is fallacious and unfortunate. But if every pupil was to become a master of the science in all its minutia, I believe that a more inductive method of teaching arithmetic would better secure a thorough and analytical knowledge of its principles: "First the blade, then the ear, then the full corn in the ear."

Is it wise to induct pupils of Grammar Schools, ten, twelve, or fourteen years old, little girls, even, into the study of arithmetic by such questions as the following, and attempt to give them a full comprehension and definite understanding of all the abstract principles and "reasons why" underlying their analytical solution :

$$\frac{4\frac{1}{2}}{2\frac{3}{5}} + \frac{6-2\frac{1}{3}}{1\frac{5}{10}}, \text{ or } 14\frac{2}{7} - \frac{\frac{1}{2} \text{ of } 8\frac{2}{5}}{14\frac{7}{10}} \text{ is } \frac{2}{3} \text{ of } \frac{2}{7} \text{ of what number? or } \frac{1}{6} \text{ of } \frac{4}{9} \text{ of }$$

$$3\frac{1}{3} \times 29 \div \frac{7}{8} \times \frac{1}{2} \times 42\frac{3}{5} - 6, \text{ or } \frac{\frac{2}{1} \times (8\frac{4}{7})}{2 \quad 12}:$$

The above I have selected from an almost infinite number of similar questions, found in the books now in ordinary use. They are those, at least are similar to those questions which hundreds of little boys and girls are now daily and nightly toiling at, at home and in our schools. Should not more practical work be accomplished—much more learned which will be of daily utility in after life—before such problems as the foregoing are given to pupils to puzzle and weary their childish brains? Is it to be presumed that all our school girls are to be made experts in mathematics?—to become business women, or teachers of higher arithmetic? Is there not indeed a vast amount of general intelligence and useful practical knowledge, of paramount importance, sacrificed to this study—sacrificed in the *attempt* at learning this kind of arithmetic? Is not much of necessity now left untouched and unheard of by pupils which would, *if* learned, be vastly more beneficial to them in after years—in the ordinary practical duties and intercourse of life, or even in professional pursuits or higher stations of society? In short, is not the present course unsuited to the future welfare of the vast majority of those pupils, who must in a few fleeting years be occupying the various positions of practical life, and have upon them the responsibility of its common every-day duties? I believe an affirmative answer will be heard from every thoughtful teacher and from every intelligent and observing citizen. I would urge, then, that our pupils, especially girls, have *less* of this arithmetical work, and *more* of that which is simple, practical and useful. In this connection, I desire also to call attention to the *kind* and *amount* of mathematical study in the *Girls' High School*. Undoubtedly the instruction in that school, in mathematics, as in all other branches, is most excellent. (Text books there are regarded as of less importance than in most other schools; in what the books are deficient, the teachers are

entirely competent.) But to pursue the present thorough and very comprehensive course in mathematics in the Girls' High School, how much must be sacrificed and ignored which would be more serviceable and more conducive to the usefulness and enjoyableness of life, than so much arithmetic, algebra, geometry, etc., which is now forced to encumber the last, and hence the most vitally important, three years of our girls' school career.

THE STUDY OF GRAMMAR.

After several years of careful observation I have become entirely satisfied that most of the time now devoted to Grammar in our Grammar Schools is quite fruitless of good results.

The study and "*drill*" in grammar, as in any branch, may exert in some degree a favorable influence upon the minds of children; it may cultivate habits of attention and study—may subserve the same purpose as anything else which exercises the thoughts and fixes attention; but this is about all, nearly all, that is now attained as a compensation for the vast amount of time devoted to it, through the long course which Grammar occupies in our schools, commencing as it does in the *fourth*, and continuing through the first grade, and afterwards in the High School. Pupils on entering upon the study of grammar are taught at the very outset, that the *object* of studying English grammar is to learn "to speak and write the English language correctly," yet this result is seldom, if ever, attained by pupils while in the schools; nor with many pupils does this study seem in the slightest degree to conduce or bear relation to the desired object. It is a matter of general remark (and in accordance with my own observations) that those pupils who have correct and cultivated habits of language are no more likely to be proficient in grammar *lessons* than are those who habitually make bad use of the English in their ordinary compositions and conversation. Hence I think it may be safely affirmed that correct speaking and writing is *not* acquired by the study of grammar as it is now generally taught in schools, either public or private. It is a fact that such lessons as are ordinarily contained in many of the text books are simply "exercises in mouthing words." Those philosophical lessons on the principles of language which underlie the usual rules of grammar and composition

are generally expressed in language needlessly scientific and entirely above the comprehension and ordinary intelligence of Grammar School pupils. To comprehend those exact definitions, the elevated language, the technicalities and phraseology of our grammars, is altogether above average capacities. Learning such lessons, by the vast majority of pupils in our common schools, is the lumbering of the mind with worthless abstractions, with words with which no proper ideas and correct meaning are associated. How vague and incomprehensible are the notions obtained by most boys and girls, in the earliest dawning of their intelligence, in regard to the significations of the following terms, found at the very threshold of the study of grammar: Auxiliary, infinitive, preposition, correlative, antecedent, passive, case, voice, transitive, intransitive, mood, relation, government, agreement, etc., *ad infinitum*.

These terms are all very necessary in "reciting lessons," indispensable in examinations, but when pupils leave school and their books are closed, in nine hundred cases of every thousand, all is gone except the mere terms. The vague perceptions which pupils have of their meaning and use, fade quickly from their memory, and then all is lost. By those pupils who design becoming teachers, or who intend to pursue a higher, thorough and very complete course of study, the principles, theories and technicalities of the science must of course be memorized, and *learned* if possible; but those who have not such intentions should not be forced or permitted so to waste their time. Most of the vast amount of time now allotted to the study of grammar would be better employed in practical exercises in composition and conversation, in learning to "speak and write" correctly. The needed facts and applicable rules of grammar could with great ease, and with lasting and most beneficial results, be taught orally, as they are demanded in those practical exercises. Any spare time gained by this means should, as elsewhere suggested, be devoted to the elements of natural science, and the acquisition of general and useful knowledge. The fault in the premises is not chargeable to teachers; teachers must be governed by the course of instruction and study which is marked out to them to follow; they must for the most part conform to the prevailing standard; but the system nevertheless, is wrong, and will, I have no doubt, ere long be so understood, and by *common sense* be corrected—the sooner the better. The practical remedy at once applicable is the simplification of this study. Oral

instruction, and written exercises should in a large degree take the place of the extended "series" of one, two, three, four or more books which pupils are now required to toil through in the needless and fruitless effort to learn grammar, to "learn to speak and write the English language correctly." And in this way, in these practical exercises, the study of grammar—the learning of *the correct and proper use of language*—should be commenced in the lowest grades of our schools, and in connection with every recitation and written exercise, and be continued through the entire school course; then we should have results commensurate with the time consumed.

One book, a very simple and practical manual, with simple rules and proper hints and guides for correct speaking and composition, is all that should be required or permitted in our Grammar Schools. Green's Introduction is one of the best books for the above purpose which I have ever used or seen. Another book, more advanced, would be required in High Schools; only these two books should be used in the complete course.

It appears that in most European schools no text books whatever in grammar or geography are in use, instruction being entirely oral.

I commend this subject to the early attention of the Board of Education and to all progressive teachers.

GEOGRAPHY.

I beg to call attention to the general character of the text books in use, and the kind of instruction ordinarily given our pupils in Geography.

It cannot be claimed that *geography* is studied for the discipline it gives to the minds of children. I have never heard this argument advanced in favor of the mere memorizing which is usually performed in this branch of study, in the common school course. And if this be *not* the object, then what can be had in view as a compensation for the great amount of time now devoted to committing to memory in infinite detail the unimportant facts, which are embraced in and mainly constitute the ordinary course. During the past few years great modifications and important improvements have been effected in this department, yet much more should be done in simplifying the

study of geography; in rendering it more sensible, practical and useful. For what can be more absurd than spending days, months, and years, perhaps, upon the location and description of unimportant, and almost unheard of towns, rivers, mountains, etc., scattered all over the world, in the remotest portions of our own and foreign lands, in countries which bear only the slightest relation now, and have in the probable future only the remotest interest to us. In nine hundred and ninety-nine cases in a thousand, the pupils learning in minutiae these disconnected facts and isolated objects, scattered over the surface of the globe, have no occasion to be informed in regard to them except in so far as may be necessary to "recite" lessons. That remote city or town situated somewhere, on some river or bay, or in some plain or valley, or mountain, at some given distance from some other town or object (itself little better than unreal or mythical in the mind of the child), what does it amount to? what is it all worth as a part of *real* education, as intellectual development, or as a matter of general intelligence? of what practical value? These towns, in the mind of the child, are simply dots on the map—nothing more. They are remembered as *dots* in certain positions, having no particular connection with, or relation to other objects or dots, on the map; the rivers are irregular marks across the confused surface or picture; the mountains are other characteristic indications of *something* which pupils are taught to call by the assigned name "*mountain*"; plains, valleys, forests and the sea are represented by other marks and colors—the whole not an unpleasant picture, to be admired for its variety of objects, its brilliancy of coloring, and other characteristics; but what does it truly convey to the mind of the pupil as to the real nature of the facts to be learned—as to the true natural features and infinite beauties of the earth's surface. Yet these meaningless and valueless externals, in dry detail, make up most that the books in geography convey, or the teachers teach, or the child learns in the ordinary course. The question suggested is: cannot this study be made *real*, practical, sensible and useful—*useful* like other living intelligence which can be turned to practical account in daily life? I think it possible. A step has been taken in the right direction by introducing more local geography, directing the minds, and the eyes of the children upon objects which they can see and realize—take hold of with their thoughts. When the natural and visible surroundings have thus been observed, studied and *understood*,

then let the imagination come to assistance and allow the pupil to travel beyond the limits of the horizon; but *then* only to observe and learn those things which are at least likely to be of some subsequent value, which will be useful when the lesson has been "recited, and the school book closed. In the study of geography one hour's observation from some position from which a child can obtain an extended view over the diversified surface of the earth, is worth months of memorizing of unappreciated facts. Those maps and globes are comparatively of little value which do not by a varied surface, by real depression, elevation, etc., give some tangible and correct notion of the true character of that portion of the earth's surface which the pupil is studying. Such models of the earth's surface once observed and carefully noted, make those permanent and vivid impressions which time cannot efface.

Of all the geographies with which I am acquainted I prefer Cornell's Primary. It contains the germ—the *text* for study, and all that is necessary to memorize. *As a text*, I would have this or a similar book, and no more, in the common school course.

READING.

A few years ago, reading received great attention in most of our schools, Grammar and Primary. It was the prominent and most frequent exercise. The Superintendent, Directors and patrons on visiting a school were sure of an intellectual treat in the elocutionary efforts of the more ambitious and proficient scholars. In reading an opportunity was offered for a little praiseworthy display. Reading was cultivated as an art, and was generally excellent. In fact, a few years ago too much time, doubtless, was devoted to that branch, and people began to inquire if all the children in our common schools were to be made professional elocutionists. A great change has occurred during late years; the opposite extreme is reached; now, I believe reading is neglected in some schools. It is pertinent to inquire; whence this change? Has fine reading become a less valuable acquirement?—less important in a common school education? Is a good, clear, full voice less melodious? a distinct articulation and proper pronunciation less attractive? a chaste and elegant style in

reading less desirable than formerly? Certainly not! neither parents or teachers, or pupils think so, (unless the latter from neglect). The change has occurred from the fact that reading receives little attention in our examinations, *does not count in percentages*, and thus advance pupils toward the High School. Hence, both pupils and teachers, from natural instincts of self-interest, omit reading by mutual consent, and give their attention to those branches which are important to examinations and necessary in securing promotion to advanced classes and to the High School.

Teachers and pupils are alike interested in the result of examinations, for by these the ability and merits of the former are erroneously measured; and pupils must regularly advance, or fail and fall back when the *percentage* in arithmetic, grammar, and geography, are calculated and the results of the examination are made known. It is obvious, then, that to bring reading up to the enjoyment of a proper and reasonable consideration in our schools, it must enter more prominently into examinations. The same should be said in regard to any and every study that *should* have any importance in the common school course. Every branch studied, to have any value, should enter into the general examination, and count in its results. This is the remedy which should be applied at once in regard to reading, and can be adopted with a certainty of good results.

In this connection I beg to call the attention of teachers to an unphilosophical method of teaching reading, sometimes observed. Many of our excellent readers are at fault in their teaching. They attempt to give all their pupils, indiscriminately, their own style, their own inflections, rhetorical pauses, cadences and intonations. This kind of instruction virtually requires every pupil to entertain the same ideas, have the same comprehension and conceptions of the matter read, as the teacher himself possesses, which is impossible—since no two minds may obtain the same shade of meaning and attach the same sentiment to the same text, except it be one of the greatest simplicity. Pupils should certainly be aided in perceiving the true ideas and sentiments of the author read. For this purpose the lesson should be carefully reviewed by the teacher with the class—important sentences analyzed, unusual words pronounced, defined, etc. Then, and not till then, should reading be commenced; then pupils may be required to read, not necessarily in such manner as to convey or express what may be the teacher's conception, but the *pupil's* idea.

of the author's meaning. Any other teaching than this is worse for the pupil than none at all. Pupils must have their own ideas, their own conceptions as to the meaning and sentiments of what they read; hence, of necessity, they *should* have their own style. Unless they have these absolute essentials to intelligent and correct reading, their reading will become mechanical, monotonous, dull and stupid. In their efforts to imitate the reading of others, pupils lose their own appreciation of what they read, and hence become at most only good imitators. Few will attain excellence even in this respect.

S P E L L I N G .

Bad spelling is the common fault of all schools, both Primary and Grammar, Public and Private. It is the almost universal stumbling-block of all when commencing to write the English language. It is evident that more importance should be given to spelling in all our schools, through the entire course. And in the opinion of our most experienced and observing teachers, only in written exercises can it be safely and successfully taught. It should in some form be interwoven into nearly every exercise. In a recent comparative test in spelling, submitted to the First and Second Grades of the Grammar Schools, the following words were selected :

Mysterious.	Unanimous.	Vacillate.	Panacea.	Remonstrate.
Audacity.	Paradigm.	Renegade.	Prophetical.	Chloroform.
Collegiate.	Paroxysm.	Diaphragm.	Ignoramus.	Sympathy.
Pageantry.	Character.	Panegyric.	Tobacconist.	Decipher.
Saccharine.	Bacchanal.	Hypocrite.	Allegory.	Separate.
Scholastic.	Chimerical.	Syllogism.	Boisterous.	Hierarch.
Synchronism.	Hydraulics.	Sclerotic.	Scurrilous.	Heptarchy.
Fantastic.	Irascible.	Cholera.	Logarithms.	Elephant.
Rhapsody.	Egregious.	Rheumatism.	Oxygen.	Emaciate.
Gymnastic.	Financier.	Eucharist.	Chronicle.	Analyze.

The annexed table shows the results :

RINCON GRAMMAR SCHOOL.

Grade of Class.	No. of Pupils Examined.	No. of Words Tried.	No. of Words Missed.	Per Cent. of Class.	Total Per Cent. of 1st and 2d Grades.
1st.....	45	2,250	553	75	
2d.....	48	2,400	709	70	73

WASHINGTON GRAMMAR SCHOOL.

1st.—1st Division...	25	1,250	215	80	
1st.—Whole No....	43	2,150	519	76	
2d.—Class A.....	46	2,300	653	72	
2d.—Class B.....	47	2,350	850	63.5	72.9

DENMAN GRAMMAR SCHOOL.

1st.....	24	1,200	187	84.4	
2d.—1st Class.....	21	1,050	205	80.4	
2d.....	44	2,200	591	73.1	
2d.....	48	2,400	672	72.0	77.4

LINCOLN GRAMMAR SCHOOL.

1st.....	34	1,700	161	90.5	
2d.—1st Class.....	24	1,200	336	72.0	
2d.....	59	2,950	614	79.5	
2d.....	58	2,900	1,140	60.7	75.6

UNION GRAMMAR SCHOOL.

1st.....	18	900	315	65.0	
2d.—1st Class.....	30	1,500	591	60.6	
2d.....	41	2,050	728	64.5	63.3

SPRING VALLEY GRAMMAR SCHOOL.

1st.....	9	450	52	87.4	
2d.....	42	2,100	508	76.2	78.2

COSMOPOLITAN GRAMMAR SCHOOL.

2d.....	44	2,200	220	90	90
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MISSION GRAMMAR SCHOOL.

1st.....	20	1,000	171	82.9	
2d.....	34	1,700	601	64.6	73.7

VOCAL MUSIC.

I believe I was among the first (if not the first) to propose and urge the introduction of music in the Public Schools of our city. I had early learned its softening and refining influence upon pupils—had appreciated the sentiment: “Music hath charms to soothe the savage breast.” I had also learned to value its influence as a means of discipline. I am still favorable to the maintenance of musical instruction, and think there should not be less, but more instruction in our schools in this branch. I am, however, of opinion that a somewhat different system of teaching should prevail. I will admit that I am not entirely competent to decide as to the best method or most desirable system; and for this reason I have made several efforts during the past two years to secure a competent Special Committee on Music, which should thoroughly examine our schools, and see *what* is being done in this department, and *how* it is being done. Such an examination has not been secured, and the result is, that we have not, to my knowledge, a single report upon music in the archives of our Department. We have no data for our information or guidance. We only believe that we have good teachers, and these are doing as well as they can. How much our schools have been benefited by the present annual expenditure of \$3,600, or for the still larger previous annual expenses of music during the past six or eight years, is a matter of conjecture rather than of positive knowledge. I would call the early attention of the Board of Education to this subject.

In this connection I beg to suggest that the regularly appointed class teachers give more time and much greater attention to this most useful department of education—to that accomplishment which always benefits and blesses its possessor. The regular teachers could give a few moments to exercises and drill in singing and the elements of music each day; the time necessary for a very short exercise would scarcely be missed. It would be a recreation beneficial to pupils, physically and morally; not a wearisome loss of time, when lessons become too long and tiresome, but a life-giving and soul-stirring recreation. Besides, lessons in music, to be interesting, should be short; and repeated often to be useful. The elements of music well and thoroughly learned in this way will be retained as permanent acquirements to bless and make happy later years.

DRAWING AND PENMANSHIP.

In this connection I have to offer suggestions similar to those in regard to music. Perhaps a reasonable amount of attention is given in some of our schools, but not in all, to these practical and most useful branches—Penmanship and Drawing. These acquirements, especially the latter, are too often thought to be mere accomplishments, desirable and well enough, but not important; both, however, are ornamental and useful. They are or may be constantly employed, and give pleasure through life. And for pupils to obtain facility in the graceful execution of either, it is extremely desirable that regular teachers give more time to them, and endeavor to excite more interest in their practice; especially is this necessary in penmanship. To avoid indifference on the part of some of our regular corps of teachers, I have sometimes thought it would be well—for a while at least—to dispense entirely with special teachers in these branches.

The teachers of several classes, in various schools, have voluntarily assumed instruction in penmanship and drawing, and I believe generally with excellent success. If the proper and necessary standards of qualification were established in teachers' examinations, all would soon be sufficiently well prepared to instruct in all the branches to be taught. Special teachers could then be dispensed with, and I believe with excellent results to pupils. This is the tendency elsewhere, why should it not be here? not as a much more economical system merely, but because pupils will always be better taught when the responsibility of their instruction is undivided. Proficiency in penmanship and drawing should have more to do than at present with the promotion and graduation of pupils. Very much can quickly be gained for these branches by giving them due prominence in *examinations*.

PENMANSHIP AND COMPOSITION.

Penmanship meets the eye and attracts attention. If it is fair and legible, it pleases. True, a good hand writing, even elegant penmanship, may not indicate mental culture and refinement, or literary taste: it is no measure of scholastic acquirements. From

this fact, perhaps, penmanship is generally too lightly valued, and in most schools receives little attention. It is remarkable that the children of any other nationality, on entering our schools, are found to be more proficient in fair and legible penmanship than American pupils of corresponding years and attainments. It is remarkable, too, that among our people, those who can write a good hand, and with ease compose a fair manuscript of any kind, are comparatively few—even among the more intelligent and fairly educated. This certainly need not be so. The remedy is easy, and should be applied. Pupils should commence to write and compose earlier; they should have more frequent instruction and more constant practice. This will be found the secret of success, and result in a better penmanship and a greater facility in composition by our boys and girls, when they have left school—soon in a greater facility in writing and general correspondence by men and women, in every station of life. The subject is worth our serious attention, and the remedy suggested, I am confident, in a few years will, if faithfully applied, be found entirely successful. In some of our schools, though not required by the regulations of Primary Schools, pupils of the eighth and ninth grades, and possibly some of the tenth, will be found to write with considerable facility and very legibly. There are other classes in some of the schools, of the fifth and sixth grades, in which pupils compose as readily and write with as much freedom and elegance as will pupils found in the third and second grades, or perhaps even in the first grade, of other schools. This plainly proves what might easily be done in all the schools of the Department. Proficiency in penmanship and composition is most likely to be observed in the classes of those teachers who are of European nativity and education. We as Americans are justly proud of our American system of free schools and popular system of education. It nevertheless becomes us to increase its eminence in every respect possible. We shall do well, therefore, to copy what is good in others, and follow the example of those who excel us in this particular respect. In our examinations for promotion and graduation more importance should be given to composition. This branch should count more in the percentages, if *percentages* are hereafter to be a rule.

INDUSTRIAL BRANCHES AND ORNAMENTAL WORK.

We assume, of course, that our Public Schools are to prepare our youth in the best and most appropriate manner possible for the actual and practical duties attending the ordinary stations of life.

With this object in view, it seems strange that more instruction is not given to certain kinds of *industrial* arts and accomplishments. Why are not more of such exercises introduced in our Grammar Schools, for girls especially? Facility in needle work of various kinds—knitting and embroidery, and plain sewing—would be exceedingly valuable to most young ladies; better for them than very much that now enters largely into their course of study. And if our boys could be afforded a little more elementary instruction of such kind as would lead the way to, and facilitate the acquisition of, some industrial trade or business pursuit, it seems plain that an important step would be taken in the right direction toward fitting them for real life, for future usefulness to themselves and the community in which they will soon become component elements.

GERMAN, SPANISH, AND FRENCH IN THE HIGH SCHOOLS.

I cannot understand why twelve hundred dollars are annually expended in the Girls' High School for instruction in the *French* language, and not one dollar for the German or Spanish languages, which in this city are in more general use. I believe the German has equal poetry, richness and strength, and the Spanish more beauty, than the French, if not equal flexibility and polish. From my observation I consider the learning of the German, by children who have life before them and their forming tastes to cultivate, worth all the time and effort expended in its acquisition, alone for the *influence* which it has upon them; so original and unique in its structure, so expressive, so pure, and so poetic. It has a humanizing and moral influence upon any child who unlocks its treasures. In all the books for children to be met with in the German language, I have scarcely heard a slang expression—a sentence, phrase, or word, which could be considered rude, vulgar, coarse or frivolous. The

very best of our books in English, designed for the study and entertainment of children and youth, do not rival the average of similar books in German. These facts have formed one strong motive in urging the study of German in our Public Schools.

The Spanish language must in the future be very valuable to our people, from our proximity to Mexico, and indeed to the whole Pacific coast; and in view of our probable future relations with southern neighbors, I suggest that more attention be given in our schools to the acquisition of *that* language, the possession of which will help to break down the barriers to social, political, and commercial intercourse, and tend to more rapid assimilation and the establishment of mutual good will between us and them. But a real and practical acquisition of a modern language should not, for many reasons, be deferred until the High School is reached. It is quite obvious that childhood and early youth is the *natural* period of life in which language is to be acquired. The thoroughly practical acquisition of a language is perhaps possible only then. The immense economy of time and effort in commencing the study of languages very early, if at all, none will dispute. Hence I doubt the propriety of the *elementary* instruction in French now included in the Girls' High School course. The present *elementary* study of French should give place to a more advanced course to those already prepared for it, or to other branches more practical and useful, though possibly less fashionable. With most of those young ladies who now commence the study of French in the Girls' High School, little is accomplished by the great expenditure of their precious time and hard study, beyond a mere superficial and impractical accomplishment—the ability to laboriously and imperfectly read and translate. More must be done for the practical necessities of education.

OUR ANNUAL AND SEMI-ANNUAL EXAMINATIONS OF PUPILS.

Since the adoption of our present system of examining pupils and schools, I have been convinced of its almost utter failure in securing the results desired, to wit: a thorough knowledge of the improvement—the positive progress of pupils, the true merits of their teachers, and hence the character and value of instruction given. The

fewer examiners, the better—the more just and reliable the results obtained. The present system indefinitely multiplies the number concerned in examinations; it brings into play scores of minds with their differing judgments and varying standards of calculations. By the present system, with one examiner, a given class may come out of a test with 95, 98 or 100 per cent. of perfect answers, while another class composed of equally good material, and known to be under the instruction of a superior teacher, will, with another examiner, more methodical and exacting, obtain but 70 or 75 per cent. This has been remarked from year to year, until neither pupils, teachers or examiners have very much confidence in their work after it has been performed. So far from exhibiting the comparative merits of schools, classes, teachers or pupils, or the merits of different methods of instruction, the present system of examining simply renders comparison impossible. It is only true that by the present system it can be learned with reasonable certainty whether the pupils examined have or have not gone over the prescribed course, the fixed number of pages, lessons and chapters; and have been sufficiently drilled (not taught) to remember (not necessarily to understand) what has been gone over in the text book. It is true, too, that the present style of examining schools agrees very well in spirit and intent with the present course of study and the present prevailing methods of instruction—both and all in my opinion exceedingly defective; well calculated to advance pupils rapidly through the extenuated series of text books, to drive them in hot haste by heavy tasks and by stimulated and unnatural efforts, over a vast amount of lessons, over acres of pages, taxing the energies and sapping the vitality of pupils without educating them—without invigorating their minds, enlarging their intelligence, strengthening their understanding and developing their intellectual capacities. Nothing is more fallacious than percentages obtained by pupils and the number promoted from class to class at these annual examinations, especially from the first classes of our Grammar Schools, as a true test of the teaching merits of teachers and masters.

If the only objects of examining pupils were promotions from grade to grade, or from lower schools to higher, the present system would be tolerable, but of little value, for the teacher of a class, with the principal of the school or district, can better decide when a pupil is prepared for promotion than any examiner, with all the ingenious

figures he can make, and all the percentages he can deduce therefrom. The teachers are the proper judges, and their judgment and decision regarding pupils should never be ignored, and should be seldom appealed from, for it will almost never fail to be the more correct and reliable. But if the annual and semi-annual examinations were alone for the purpose of testing the progress of pupils, the merits of teachers and the value of the different methods employed in imparting instruction, then in a preceding paragraph I have indicated my appreciation of their very little worth. If their object be to determine and regulate the grades of pupils and classes, and keep up and properly sustain our graded system of schools throughout the city, nothing but the word failure, emphatically pronounced, expresses the results heretofore obtained. Instances are of common occurrence where transfers have been granted to pupils which have entitled the holders to enter a class of a certain grade (the fifth grade, for example,) yet upon trial they have been found incompetent, perhaps unprepared for the sixth grade of the school entered. In other instances the reverse has been observed, and pupils have been found upon examination entitled to enter a higher grade, perhaps two higher grades, in an adjoining district. The remedy is plain, and not difficult of application; nor should the application be delayed. It is not by any means new; it is the system generally adopted in other large cities. One, two or three persons are employed as assistant Superintendents or examiners, and required to visit and personally examine schools, and suggest improved methods of instruction. These persons might be paid members of the Board of Education, or professional and experienced teachers, as in Baltimore, Philadelphia, Boston, New York, and other eastern cities. If this plan were adopted, we would have *thoroughness, uniformity and reliability*, and a graded system *in fact* as well as in name.

EXAMINATION OF TEACHERS.

The present method of examining teachers partakes of the nature of that employed in the examination of pupils, above discussed; and should be improved, by more oral questions and practical illustrations of methods of teaching. These illustrations should be

before a class; from such practical tests it can safely be judged whether a teacher be a teacher or a scholar only. Scarcely is the former fact shown at all by the present system of examining; and not till some such course as that indicated be adopted, will we secure reliable results from our teachers' examinations.

AN IMPROVEMENT IN CLASSIFICATION SUGGESTED.

A suggestion in reference to classifying pupils may be offered in this connection. I think it an important one. In forming classes and promoting pupils, more attention should be given to the *physical* condition and the natural endowments of pupils, and to other modifying circumstances. The multiplication in any school of a number of classes in the *same* grades, and the forming of divisions in classes—one, two, or more—is exceedingly favorable to a proper consideration of the personal peculiarities of pupils, their physical and mental characteristics, as well as their scholarship. Much attention has doubtless already been given in most, perhaps in all, our schools, to forming and grading classes *on the basis of the inevitable and unchangeable natural differences in pupils*; still, I think more care may, and if possible should, be exercised in these proper discriminations. Some by nature are phlegmatic, think slowly, and are *dull* of apprehension; others are cautious and timid. All these require treatment suited to their peculiarities. They cannot be advanced with that celerity which would be perfectly easy with others, who differ only in temperament, in natural endowments. To attempt such a task is not only unproductive of good results, but unjust alike to the pupils and the teachers; often as disastrous to the health and the minds of the former, as to the patience of the latter. All pupils of the same grade or class must not, although in a graded system, be placed in the same nicely constructed educational straight-jacket, or be stretched upon the same procrustean bed. All pupils cannot go over the same ground and accomplish the same *thorough* work in the same time.

I would suggest the formation of a Grammar class, that shall be exceptional, and not required to conform strictly to the prescribed rules of classification and promotion. Let additional time be given the pupils and teachers in such a class to accomplish the work of

the particular grades ; as much time as may, from the nature of the class, be reasonably demanded. Let it be a sort of Intermediate class to certain grades—say the fourth and second—into which shall be put all new comers for testing, and all such as from their constitution and habits must go slowly. Let the teachers of such a class be those whose *forte* is to make indifferent scholars work ; and if the work in such a class be proportionally harder than in other classes, pay the teachers better, or allow them a longer time to accomplish their work ; promoting scholars as they individually improve, and not striving to advance the whole class evenly. Then a better adjusted balance of character and material can be gathered into the more nicely graded classes.

Unless such an arrangement can be made, the classes cannot attain very high percentages, owing to the differences existing in the temperament and physical constitution of pupils.

MEDALS AND PRIZES.

There is a growing doubt among the most eminent and successful teachers of our country, as to the utility or propriety of awarding medals and other prizes to pupils who are able to distinguish themselves in their intellectual efforts at school. In some instances such awards have been prohibited and discarded by the rules of Boards of Education. In Boston, foremost in many good things in educational matters, attention has recently been called to the subject by the Superintendent, who advises the abolition of the several medals founded in that city during past years.

I am satisfied that awards of prizes in school — no matter of what kind or value — are exceedingly harmful, unless they be most judicious and discriminating in rewarding achievements which are *possible to all*—to every pupil, no matter how stupid and unintellectual, if of sound mind and good deportment.

Doubtless there may be a possible system which will work well and cause no injustice to any ; but such a system, in my opinion, has not yet been attained, here or elsewhere.

The *custom* in awarding prizes, is to recognize, wholly or chiefly, intellectual efforts and *natural* genius ; to discriminate in favor of

the fortunate few who are endowed with rare capabilities, who require no special incentives, who need no stimulus; and to discourage the unfortunate many who are less favored by nature—the very class which is most entitled to consideration and sympathy. This seems the direct result of the common practice.

We have two schools favored with Medal Funds. I advise special regulations governing the distribution of these medals, so as to avoid as far as possible the unfavorable results which may follow from what has been generously designed to give these schools special attractions.

OVERWORKING PUPILS.

Much has recently been said about overworking pupils in the Public Schools; and here is the trouble: too many textbooks.

To textbooks, to their inordinate number and their prolixity, are we indebted for the frequent complaints of overtaking pupils. As elsewhere stated, these books are spun out in endless detail in every branch and on every subject, with the mistaken idea that the book, the dead and dry types and paper, not the living teacher, must give pupils all their instruction—perform all the teaching. All these books must be waded through or gone over—the lessons, long and tedious, must be learned, thumbed and memorized. Hence the overtaking—*overtasking*, not overstudying. Pupils now-a-days do very little of real study. They memorize lessons in plenty, but do not study too much—not enough. To memorize words and lessons is hard and almost fruitless work. *It calls into exercise no original and independent thought; develops no mental force or self-reliance.* Custom and its results were once quite different and more satisfactory. Not a hundred years ago (for I have the facts associated in my mind with the New England country schools which I have attended), pupils went to school to *study* and the teachers to teach. In my opinion, a great and unfortunate change has occurred in late years. Now pupils go to school to “recite lessons,” and teachers go to “hear recitations.” I am not censuring teachers or pupils in stating these facts; I would simply indicate that a wrong condition of things exists—has grown out of the text-book business. I believe our schools will be improved in the character of mind and scholarship,

and the kind of intelligence which they will develop, vastly improved, by at least a partial retrogression in this one respect toward former school discipline and customs. Pupils should go to school to study and be instructed; and when they have attentively and faithfully devoted the ordinary school hours to the right kind of work, they will have done enough of studying, and should be assigned little, if any, special duty to be performed out of school hours. The natural, and the most useful duty of the teacher is to teach, to explain and illustrate, to aid and direct pupils, to supervise their work and discipline their efforts. The whole matter of "reciting lessons" and "hearing recitations" needs a careful revision and pruning. Much time is nearly lost by the present custom. Ordinarily, while one pupil is reciting, no matter what, forty or fifty are in idleness, or doing very little for themselves. Very frequent and continued drilling in "reciting lessons" may give greater presence and more freedom of expression to pupils; may improve their recitations, and hence add to the brilliancy of examinations; but little else for good is thus accomplished. More real, earnest study, more independent personal thought and effort should be required of our pupils, and less of mere routine work—memorizing and repeating lessons from the books. In some of our schools not one half hour of the whole day is allowed pupils for wholesome study—or study of any kind. They are required to learn entirely out of school what they should learn entirely in school, and to spend the whole of each long session in drill and recitations of lessons tediously memorized during the unsuitable and unnatural hours of night, when the pupil should be in bed and the childish mind be at rest.

THE CAUSE AND THE REQUIRED REMEDIES FOR ERRORS AND ABUSES NOTED IN THE PRECEDING PAGES.

It will have been observed that in the foregoing criticism upon present erroneous ideas and faulty methods of instruction, the course of study in our Public Schools, the character of our examinations, and the ordinary habits of pupils in preparing and reciting lessons, I have directed attention mainly to text books, to their unreasonable number and prolixity of character, and the too general dependence

upon them by pupils and teachers; here is the source and cause of most now to be complained of in our otherwise excellent school system. For many years I have observed the constantly increasing number of text books in the hands of pupils. Every branch of study has its series of books, and it would seem that every series is made to extend through just as many books as possible. This evil of too many books has arisen from two causes: First, in the attempt of text book writers to do all the teaching, to explain everything, illustrate everything by an infinity of rules, examples, and propositions, which *must* be memorized, but may never be understood. These writers have thus unwittingly suppressed true teaching, and have attempted to take the place and perform the duties of the living, speaking, and life-giving educator; and they have failed, as they always will, in this attempt. The second cause of such an unreasonable superabundance of books is the speculative enterprise of book writers and their publishers. Obviously, the more books, the more lucrative the business of publishing them. The trade is perfectly legitimate, whatever the consequences—and so the books have been published with every artifice and appliance to make them attractive; they have been puffed and eulogized, and sown broadcast and in profusion over the land. They have been insinuated upon Trustees and Boards of Education, accepted by teachers and introduced into schools; upon these, or in and by these books, methods of study and instruction, courses of study and examination, have been marked out and measured; and hence have developed the numerous and serious evils now observed. The remedy suggests itself—it is a return to fewer and more simple textbooks; these to be used as textbooks only; in every study more oral *instruction* by teachers; and finally, more intelligent and discriminating examinations by or under the direction of the authorities having the schools in charge. Apply these remedies, and we will at once have schools in which teachers will *teach* with independence, earnestness and success, and pupils *study* and become truly educated.

In this connection, an examination of the following summary of personal statistics will be found interesting:

PERSONAL STATISTICS OF TEACHERS IN

Names of Schools and Teachers.	Where Educated.	Graduate of what Normal School.	Had experience in what Training School.
BOYS' HIGH SCHOOL.			
Theodore Bradley	Connecticut Normal School.		Connecticut Normal
Thomas C. Leonard	Ireland.....		.....
John M. Sibley.....	Leicester Academy, Mass., and Yale College.....		.....
Mrs. Caroline L. Atwood.....	Maine.....		.....
GIRLS' HIGH SCHOOL.			
Ellis H. Holmes	Massachusetts.....	Bridgewater, Mass..	Bridgewater, Mass...
Miss Maggie McKenzie	N. Y. City and San Francisco.....		.....
Miss Sarah A. Barr	Erie, Pa., Lima, N. Y., Ge-nesee College.....		.....
Mme. Virginie G. Brisac.....	New York .....		.....
Mrs. Caroline R. Beals.....	Boston, Massachusetts.....		California Normal ..
LATIN SCHOOL.			
William Kimball Rowell	Pembroke Acad., N. H., and Dartmouth College, N. H..		Hopkinton and Pem-broke, N. H.....
Azro L. Mann	Middlebury College.....		.....
LINCOLN GRAMMAR SCHOOL.			
Ira G. Hoitt.....	Phillips, Exeter Academy, and Dartmouth College.....		.....
T. W. J. Holbrook	Bridgewater St. Nor. School, and Pierce Acad., Mass.....		.....
Philip Prior	Baltimore City College.....		.....
Miss Elizabeth A. Cleveland	Randolph Academy, Vt.....		.....
Miss Percis Maria Stowell.....	Massachusetts.....		.....
Miss Mary J. Ritchie	Newburg, New York.....		.....
Miss Lizzie B. Jewett.....	Santa Clara Institute, Cal.....	California State	California Normal ..
Miss Emma Amelia Shaw	Montpelier Acad. and Las-sell Seminary .....		.....
Miss Agnes Maria Manning	Boarding Schools and home.....		.....
Miss Carrie L. Smith	San Fran. Public Schools	San Francisco City .....	.....
Miss Minnie T. Kimball	Lynn, Mass., and Salem Nor-mal School .....		.....
Miss Lucretia S. Swain	Massachusetts.....	Bridgewater.....	.....
Miss Emily F. Pearson	Newbury College, Vt.....		.....
Mrs. Elizabeth H. B. Varney	Vermont Public Schools .....		.....
Mrs. Evelyn M. Ludlum	San Francisco High School .....		.....
Miss Jennie A. Forbes	Benicia .....		.....
Miss Bertha Comstock	San Francisco	California State	California Normal ..
Miss Margaret Ellen Casebolt	San Francisco .....		.....
Miss Maggie Jane Hall.....	Santa Clara .....		.....
DENMAN GRAMMAR SCHOOL.			
James Denman.....	Albany, New York.....	New York State	New York Normal ..
Miss Nettie Doud	California Public Schools	California State	California Normal ..
Mrs. Eta M. Baumgardner	Burlington Seminary .....		.....
Miss Celeste M. Pattee	Gorham, Me., Seminary .....		.....
Mrs. E. P. Bradley	Welbeaham, Mass.....		.....
Miss Mary J. Little	Rincon and High School and San Francisco College .....		.....
Miss Lillie Louise Gummer	San Francisco	California State	California Normal ..
Mrs. Louise A. H. Clapp	Amherst, Mass	California State	California Normal ..
Miss Almira Theresa Flint	San Francisco	California State	California Normal ..
Miss Jessie Smith	San Francisco	San Francisco City .....	.....
Miss Alice T. Kenny	San Francisco	San Francisco City .....	.....
Miss Clara C. Bowen	Cambridge, Mass .....		.....
Miss Mary Jennie Armstrong	Honolulu, Sandwich Islands .....		.....
Miss Ada Bowen	Cambridge, Mass .....		.....
Miss Annie M. Holmes	San Francisco	California State	California Normal ..

SAN FRANCISCO SCHOOL DEPARTMENT.

Grade of Certificate.	Date of Certificate.	Total amount of experience in teaching.	How long been teaching in this State.	How long been teaching in this City.	Length of time in present position.
State Life Diploma					
State Life Diploma	1867.....	13 years.... 20 years....	8 years.... 13 years....	6½ years... 13 years....	2½ years. 2½ years.
State Life Diploma	1867.....	12 years....	11 years....	9 months... 3½ years....	9 months. 2½ years.
High School and State Dipl.	Dec. 1863, May 1864	20 years....	3½ years....	3½ years....	
State Life Diploma					
State Diploma		20 years.... 4½ years....	15 years.... 4½ years....	15 years.... 4½ years....	3½ years. 4 months.
First Grade	January, 1867.....	7 years.... 6½ years....	5 years.... 6½ years....	2½ years... 6½ years....	4 months. 3½ years.
High School and State Dipl.	1864 and Jan. 1867	16 years....	3½ years....	3½ years....	4 months.
State Dipl. and Latin Master Gr. Master. and Latin Master	November, 1866 .. 1865 and 1866....	13 years.... 9 years....	9 years.... 6 years....	2½ years... 2 years....	3 months. 2 years.
A.B., A.M., High Sch., Gram. Mstr., St. Dip , St. Lf. Dip.	May, 1866, Nov'ber 1865, Dec. 1866....	13 years....	3 5-12 years.	3 5-12 years.	2 5-12 years.
St.Dip., Gr. Mstr., St. Lf. Dip.	1863 and 1866....	11 years....	7 years....	3½ years....	2 years.
State Diploma.....	June, 1866.....	7 years....	3 years....	2½ years....	2½ years.
First Grade	August 24, 1867.....	10 years....	3 years....	3 years....	3 months.
First Grade	1867.....	10 years....	7 years....	7 years....	2½ years.
First Grade	1867.....	8½ years....	3½ years....	3 years....	10 months.
First Grade	January, 1867.....	4 years....	4 years....	3½ years....	2½ years.
First Grade	January 28, 1867..	20 years....	4½ years....	4½ years....	4 months.
First Grade	May, 1867	11 years....	2 5-6 years.	2 5-6 years.	2 5-12 mos.
First Grade	May, 1867	5½ years....	5½ years....	5½ years....	2 1-12 years.
Second Grade.....	May, 1867	5 years....	5 years....	5 years....	2 1-12 years.
Second Grade.....	May, 1867	4 years....	4 years....	3½ years....	3½ years.
First Grade and State Dipl.	.....	8 years....	4 years....	2 years....	16 months.
Second Grade.....	December, 1866 ..	25 years....	10 years....	6 years....	9 months.
First Grade.....	June, 1867	2½ years....	2½ years....	2½ years....	2 months.
Second Grade.....	June, 1867	2 years....	2 years....	2 years....	3 months.
First Grade.....	July, 1866	5 years....	5 years....	17 months.	3½ months.
Third Grade.....	May 19, 1866	10 months..	10 months..	10 months..	4 months.
Second Grade.....	August 6th, 1867 ..	2½ years....	2½ years....	3 months....	2½ months.
State Life Diploma	November 1, 1865 ..	17 years....	10½ years..	10 years....	10 years.
Second Grade.....	January 28, 1867 ..	23 months..	23 months..	20 months..	20 months.
First Grade.....	September, 1867 ..	10 years....	2½ years....	2½ years....	2½ years.
First Grade.....	January, 1867	7 years....	5½ years....	5½ years....	2½ years.
First Grade.....	July 23, 1867	2 years....	2 years....	18 months..	2½ months.
Second Grade.....	September, 1867 ..	2 years....	2 years....	16 months..	16 months.
Second Grade.....	June, 1866	1½ years....	16 months..	16 months..	16 months.
First Grade.....	January, 1867	12 years....	12 years....	12 years....	2 years.
Second Grade.....	June, 1866	16 months..	16 months..	16 months..	16 months.
First Grade.....	September, 1867 ..	5 years....	5 years....	5 years....	16 months.
First Grade.....	August, 1867	7 years....	7 years....	7 years....	16 months.
Second Grade.....	July 1, 1866	8 years....	15 months..	15 months..	15 months.
Second Grade.....	July, 1867	5 years....	3 years....	3 years....	4 months.
Second Grade.....	September, 1867 ..	8 years....	2 5-12 years.	2 5-12 years.	2 5-12 years.
First Grade.....	October 1, 1867	16 months..	16 months..	16 months..	13 months.

PERSONAL STATISTICS OF TEACHERS IN

Names of Schools and Teachers.	Where Educated.	Graduate of what Normal School.	Had experience in what Training Schools.
RINCON GRAMMAR SCHOOL.			
Ebenezer Knowlton.....	Public Schools of Me., N. H., R. Island and Mass .....	.....	Salem, Mass., Oxford, Me., and California
Miss Helen M. Thompson	New Hampshire and Mass	San Francisco .....	.....
Miss Helen M. Clark.....	Toronto, Canada West	Provincial, U. C.	Toronto Model
Miss Augusta C. Robertson	New Orleans and San Fran. ....	.....	.....
Miss Mary A. E. Phillips.....	Brooklyn, N. Y., and Philad.	San Francisco .....	.....
Miss Margaret Wade.....	San Francisco High School	California State	California Normal
Miss Mary Elizabeth Stowell	Massachusetts	San Francisco .....	.....
Miss Anna Maria Dore.....	Maine and Wisconsin .....	.....	.....
Miss Mary L. Moulthrop.....	San Francisco	California State	California Normal
UNION GRAMMAR SCHOOL.			
Thomas S. Myrick.....	Onondaga Ac., Manlius Ac., Oneida Co. Institute, N. Y. ....	.....	Rochester Inst. and Union Schl., Jackson, Mich
Joseph Dana Littlefield	Bridgewater State Nor. School	Bridgewater, Mass	Bridgewater, Mass
Miss Susie L. D. Carey	San Jose Institute	California State	California Normal
Miss Clara A. Cummings.....	San Francisco	California State	California Normal
Miss Emily Maria Tibbey	San Francisco .....	.....	.....
Mrs. Mary W. Kincaid.....	Benicia Seminary .....	.....	.....
Miss Ellen G. Grant	California	California State	California Normal
Miss Elizabeth White.....	California	California State	California Normal
Miss Susan H. Thayer	Randolph, Mass .....	.....	.....
Miss Abbie F. Aldrich	Rhode Island Seminary	San Francisco .....	.....
WASHINGTON GRAMMAR SCHOOL.			
James Stratton.....	Wilbraham Seminary	Bridgewater, Mass	Bridgewater Model
Henry E. McBride	Troy Academy, Iowa	California State	California Normal
Mrs. Elizabeth G. Deetken	San Francisco	San Francisco	California Normal
Miss Jean Parker	Shasta and San Francisco .....	.....	Shasta
Miss Dorcas DeSilva Prescott	Lowell and Boston, Mass	San Francisco .....	.....
Miss Sarah J. White	Pittsfield Academy	San Francisco .....	.....
Miss Sarah A. Jessup	Erie, Penn	San Francisco .....	.....
Miss Helen A. Satterlee	San Francisco .....	.....	.....
MISSION GRAMMAR SCHOOL.			
Edwin D. Humphrey	Orwell Academy and Austinburg College, Ohio	California State	California Normal
John Henry Sumner	Foxboro, Mass	Bridgewater, Mass .....	.....
Miss Adelaide Arianna Rowe	San Francisco	San Francisco .....	.....
Mrs. Mary Frances Sumner	Massachusetts	Bridgewater, Mass	Bridgewater, Mass
Miss Maria E. O'Connor	San Francisco	California State	California Normal
Mrs. Anita C. Ciprico	San Francisco .....	.....	.....
Mrs. Frances E. Reynolds	Massachusetts	West Farmingham	Lexington Model
Miss Anna Maria Lane	California .....	.....	.....
Miss Sarah R. Barker	Bangor, Me .....	.....	.....
SPRING VALLEY GRAMMAR SCHOOL.			
Lorenzo D. Allen	Norwich, Vt., Military Univ. ....	.....	.....
Miss Carrie P. Field	San Francisco	California State	California Normal
Miss Esther Goldsmith	San Francisco .....	.....	High School
Miss Annie E. Stevens	San Francisco .....	.....	High School
Miss Martha B. Cook	San Francisco .....	.....	.....
Miss Frances Simon	San Francisco	California State	California Normal
Mrs. Therese M. Sullivan	Europe .....	.....	.....
Miss Mary Murphy	Benicia Seminary .....	.....	California Normal
Miss Jennie M. A. Hurley	San Francisco	San Francisco .....	.....
Miss Josephine V. Barkley	San Francisco .....	.....	.....

SAN FRANCISCO SCHOOL DEPARTMENT—CONTINUED.

Grade of Certificate.	Date of Certificate.	Total amount of experience in teaching.	How long been teaching in this State.	How long been teaching in this City.	Length of time in present position.
State Life Diploma	December 27, 1866	13½ years..	3 years.....	2 5-6 years..	2½ years.
State Diploma	September, 1867..	12 years....	6 years.....	6 years.....	2½ years.
State Life Diploma	December 27, 1866	12 years....	5 years....	5 years....	21 months.
Third Grade	July, 1867	3½ months.	3½ months.	3½ months.	3½ months.
Second Grade	January 28, 1867..	8 years.....	6½ years..	4 years.....	18 months.
Second Grade	June, 1867.....	3 5-6 years..	3 5-6 years..	3 5-6 years..	16 months.
First Grade	August, 1867	12 years....	7 years.....	7 years.....	18 months.
Primary Assistant	September, 1864 ..	14½ years..	3 years.....	3 years.....	2 years.
Second Grade	June 7, 1866.....	10 months..	10 months..	4 months..	4 months.
State Life Diploma	December 27, 1866	21 years....	12 years....	12 years....	8 years.
State Life Diploma	June 30, 1865	10 years....	5 years....	2 5-6 years..	22 months.
First Grade	January 1, 1865 ..	5½ years..	5½ years..	16 months..	10 months.
First Grade	January, 1867	3½ years..	3½ years..	3½ years..	3 years.
First Grade	May, 1867	6 years....	6 years....	6 years....	6 years.
First Grade	June, 1867	9 months..	9 months..	9 months..	9 months.
Second Grade	January 28, 1867..	3½ years..	3½ years..	3½ years..	1 week.
Second Grade	January 28, 1867..	16 months..	16 months..	16 months..	1 week.
Third Grade	January 28, 1867..	5 years.....	10 months..	10 months..	2 weeks.
First Grade	May, 1867	6 7-12 years	6 7-12 years	6 ½ years..	2 5-12 years.
State Life Diploma	1866	21 years....	14 years....	9 years.....	6 years.
State Diploma	June, 1867	4 years....	4 years....	3 years.....	3 years.
First Grade	January 28, 1867..	4 years....	4 years....	4 years.....	4 months.
First Grade	January 28, 1867..	7 years....	7 years....	3 years.....	18 months.
State Diploma	1867	10 years....	10 years ..	10 years....	10 years.
First Grade	January 28, 1867..	8 years....	7 years....	6 years.....	6 years.
Second Grade	June 24, 1867	5 years....	2 ½ years..	2 ½ years..	3 months.
First Grade	May, 1867	2½ years..	2½ years..	2½ years..	7 months.
Grammar Masters' State Dip.	De.18,'65, Je.20,'66	10 years....	2 years.....	2 years.....	4 months.
State Diploma	December, 1865 ..	5½ years..	2 ½ years..	2 ½ years..	22 months.
First Grade	January 28, 1865 ..	7 years....	7 years....	7 years....	6 ½ years.
Third Grade	January 28, 1867 ..	3 years....	2 ½ years..	2 ½ years..	15 months.
Second Grade	December 16, 1865 ..	23 months..	23 months..	23 months..	22 months.
Third Grade .....	.....	16 months..	16 months..	16 months..	16 months.
First Grade	January 28, 1867 ..	7 years....	6 years....	6 years.....	5 months.
Third Grade .....	.....	18 months..	18 months..	18 months..	18 months.
Second Grade	December, 1866 ..	4 years....	10 months..	4 months..	4 months.
State Diploma	December, 1866 ..	6 years....	4 years.....	2 years.....	17 months.
First Grade	December, 1866 ..	3 years....	3 years....	3 years.....	6 months.
Second Grade	June 1, 1867	4 months..	4 months..	4 months..	4 months.
Second Grade	June 1, 1867	2 months..	2 months..	2 months..	1 month.
Third Grade	January, 1867	7 months..	7 months..	7 months..	6 months.
Second Grade	June 7, 1866	16 months..	16 months..	1 year.....	4 months.
Second Grade	January 30, 1867 ..	6 years....	7 months..	4 months..	4 months.
Second Grade	December 15, 1866 ..	6 years....	6 years....	18 months..	18 months.
Primary Principal	June, 1867	5 5-6 years..	5 5-6 years..	5 5-6 years..	4 days.
Third Grade	January 28, 1867 ..	4 ½ years..	4 ½ years..	4 ½ years..	7 months.

PERSONAL STATISTICS OF TEACHERS IN

Names of Schools and Teachers.	Where Educated.	Graduate of what Normal School.	Had experience in what Training School.
UNION PRIMARY SCHOOL.			
Mrs. Aurelia Griffith.....	Ohio		
Miss E. O. Capprise	San Francisco		
Miss Caroline Eliza Younger ..	San Francisco		
Miss Henrietta Featherly ..	San Francisco	California State	California Normal ..
Miss Victoria A. J. Schaap ..	San Jose		
Miss Mary A. H. Estabrook ..	San Francisco	California State	California Normal ..
Miss Annie E. Younger ..	San Francisco		
Miss Annie V. Lunt	San Francisco		
Miss Leah Solomon.....	San Francisco		
COSMOPOLITAN GRAMMAR SCHOOL.			
Henry N. Bolander	Germany	Prussia	
Mrs. Emily Foster	Hanover, Germany		
Arnold Dulon	New York, and Berlin, Pruss.		
Miss Sarah M. Gunn	San Francisco		
Miss Elizabeth LeB. Gunn ..	San Francisco		
Charles F. Morel	France		
Mrs. Amelia H. Hamill	State Normal School, Albany Cinn. Nor. and Packer Coll.	State Nor., Albany	Albany
Miss Laura T. Fowler	Institute, Brooklyn, N. Y. Ursuline Convent, Quebec ..	Ecole Normale [Saval ..	Connecticut Normal Quebec
Mad. Louise Dejarlais			
SHOTWELL STREET GRAMMAR SCHOOL.			
Silas A. White	Antioch Coll., Ohio, and N.Y.	California State	California Normal ..
Miss Annie A. Hill	England and Pennsylvania ..	San Francisco	
Miss Mary J. Bragg	San Francisco		
Miss Mary Jeanette Morgan ..	Sacramento and San Fran'co	California State	California Normal ..
Miss Annie J. Hall	Santa Clara		
Miss Bessie Hallowell	San Francisco		
Miss Hattie L. Wooll	St. Louis, Mo.	California State	California Normal ..
NORTH COSMOPOLITAN SCHOOL.			
Miss Kate Kennedy	Ireland	California State	
Miss Fannie Mitchell	New York		
Mrs. Ulrike Rendsburg	Germany		
Miss Agnes Chalmers	San Francisco		
Miss Charlotte T. Ehlin	Boston	Boston	
Mrs. Laura M. Covington	Mississippi and Louisiana ..		
Miss Amelia Wells	San Francisco		
Abraham Solomon	Berlin, Prussia	Teachers' Seminary	Berlin
Mrs. Bertha Chapuis	France		
Miss Fannie L. Soule	San Francisco	California State	California Normal ..
Miss Amy T. Campbell	California	California State	
Miss Rosa Levinson	Louisiana		
POWELL STREET PRIMARY SCHOOL.			
Miss Carrie V. Benjamin	Philadelphia	San Francisco	
Mrs. Eliza S. Forester	England	San Francisco	
Miss Sarah E. Thurton	England and New York	New York City	
Miss Alice Caroline Allen	San Francisco		
Miss Lelia W. Burwell	Notre Dame Academy		
Miss Anna H. Giles	Massachusetts	Boston	
Miss Julia M. Gelston	New York		
Miss Mary E. Morgan	San Francisco		
Miss Mary E. Tucker	Illinois		Bloomington, Ill.
BROADWAY PRIMARY SCHOOL.			
Mrs. William R. Duane	Maine	San Francisco	
Miss Ella J. Morse	San Francisco		

SAN FRANCISCO SCHOOL DEPARTMENT—CONTINUED.

Grade of Certificate.	Date of Certificate.	Total amount of experience in teaching.	How long been teaching in this State.	How long been teaching in this City	Length of time in present position.
First Grade.....	January, 1867.....	9½ years....	4½ years....	4½ years....	3 5-6 years.
Third Grade.....	May 29, 1867.....	1 month....	1 month....	1 month....	1 month.
Third Grade.....	June, 1866.....	2 months....	2 months....	2 months....	2 weeks.
Second Grade.....	June, 1867.....	4 months....	4 months....	4 months....	1 month.
Third Grade.....	January, 1865.....	2 5-6 years....	2 5-6 years....	2 5-6 years....	8 months.
Second Grade.....	January 28, 1867.....	22 months....	22 months....	22 months....	22 months.
Third Grade.....	January 28, 1867.....	2½ years....	2½ years....	2½ years....	10 months.
Third Grade.....	January 28, 1867.....	16 months....	16 months....	16 months....	1 year.
Third Grade.....	January 28, 1867.....	2 years....	2 years....	2 years....	10 months.
Grammar Master	January 28, 1867.....	20 years....	6 years....	6 years....	13 months.
Second Grade and Special	January 28, 1867.....	19 years....	12 years....	2 years....	21 months.
Special .....	.....	2½ years....	10 months....	10 months....	10 months.
First Grade.....	July, 1867.....	3 years....	3 years....	2½ years....	4 months.
Third Grade.....	January 28, 1867.....	3 months....	3 months....	2 weeks....	2 weeks.
Special City.....	April 9, 1866.....	4 years....	2 years....	2 years....	7 months.
Second Grade.....	July 23, 1867.....	5 years....	4 years....	4 years....	3 months.
First Grade.....	.....	12 years....	5 years....	3 years....	10 months.
Second Grade.....	January 28, 1867.....	3½ years....	2 years....	2 years....	2 years.
State Diploma.....	June 7, 1866	5 years....	4½ years....	1 year....	4 months.
First Grade.....	June, 1867.....	6 years....	6 years....	6 years....	4 months.
First Grade.....	August 28, 1867.....	2½ years....	2½ years....	2½ years....	4 months.
First Grade.....	January 7, 1867.....	3 years....	3 years....	8 months....	4 months.
First Grade.....	June, 1867.....	2½ years....	2½ years....	1½ months....	1½ months.
Third Grade.....	January 28, 1867.....	2½ years....	2½ years....	2½ years....	4 months.
Third Grade.....	June 3, 1867	18 months....	2½ months....	2½ months....	2½ months.
First Grade and St. Life Dip.	January 28, 1867.....	14 years....	11½ years....	11 years....	6 years.
Second Grade.....	January 28, 1867.....	3½ years....	3 years....	3 years....	4 months.
Special .....	.....	.....	2 years....	2 years....	4 months.
Second Grade.....	January 28, 1867.....	4 years....	4 years....	4 years....	3 5-6 mos.
First Grade.....	January 28, 1867.....	21 months....	18 months....	18 months....	10 months.
Second Grade and Special	June, 1867.....	2 years....	1 year....	4 months....	4 months.
Second Grade.....	June, 1867.....	3 months....	3 months....	3 months....	3 months.
Special, German	July, 1866	19 years....	10½ years....	10½ years....	3½ months.
Special, French	July, 1867	13 years....	18 months....	18 months....	3 months.
Second Grade.....	January 6, 1867.....	2 years....	2 years....	2 years....	2 years.
Second Grade.....	January 28, 1867.....	15 months....	15 months....	15 months....	16 months.
Special, German and French	August, 1867	10 years....	10 years....	10 years....	2 months.
First Grade.....	January 28, 1867.....	10½ years....	10 years....	10 years....	18 months.
Primary Principal.....	1855.....	17 years....	12 years....	12 years....	10 months.
First Grade.....	January 28, 1867.....	10 years....	4 years....	4 years....	2 weeks.
Third Grade.....	May 30, 1866.....	8 months....	8 months....	8 months....	6 months.
Second Grade.....	January 28, 1867.....	2 years....	2 years....	18 months....	18 months.
Second Grade.....	December, 1866.....	3½ years....	7 months....	7 months....	6 months.
Third Grade.....	August 18, 1867.....	19 months....	19 months....	19 months....	3 weeks.
Third Grade.....	January 28, 1867.....	16 months....	16 months....	16 months....	15 months.
Grammar Assistant	July, 1864	6 years....	4 years....	3 years....	2 years.
First Grade.....	January 28, 1867.....	15 years....	6 years....	5 years....	5 years.
Third Grade.....	June 30, 1867.....	4 months....	4 months....	4 months....	4 months.

PERSONAL STATISTICS OF TEACHERS IN

Names of Schools and Teachers.	Where Educated.	Graduate of what Normal School.	Had experience in what Training School
Miss Mary A. Lloyd	Massachusetts.....		
Miss Belle May Hurlbut	Louisiana		California Normal
Miss Mary Abby Haswell	San Francisco		
Miss Grace W. Wright	San Francisco		
Miss Fannie S. Howe	California and Iowa		Sacramento
Mrs. M. W. Phelps	Massachusetts	San Francisco	
Miss Mary Solomon	San Francisco	California State	California Normal
Miss Anne E. Hucks	San Francisco	California State	California Normal
Miss Nellie S. Baldwin	California	California State	California Normal
Miss Lizzie Overend	San Francisco	San Francisco	
HYDE ST. PRIMARY SCHOOL			
Miss Hannah Cooke	Massachusetts	Bridgewater, State	Bridgewater
Miss Kate Bonnell	California		
Miss Deborah Hyman	New York		
Miss Annie B. Chalmers	San Francisco	San Francisco	
TEHAMA SCHOOL			
Mrs. Elizabeth A. Wood	Philadelphia		
Miss Jennie Smith	San Francisco	California State	California Normal
Mrs. Sarah N. Joseph	New York City		
Miss Elizabeth White	Charlestown		
Miss Ellen Gallagher	California		California Normal
Mrs. Lydia W. D. Wallace	Massachusetts	Bridgewater, Mass	
Mrs. E. N. C. Huntington	New York		
Miss Abbie S. Ross	Maine and Massachusetts		
Miss Mary Guinness	Troy and California		
Miss Julia A. Hutton	San Francisco		California Normal
Miss Salome S. Knapp	Charleston and Bangor		
Miss Mary F. Smith	Philadelphia		
Miss Mary J. Pascoe	Wisconsin	California State	California Normal
Miss Fannie A. E. Nichols	San Francisco	California State	California Normal
Miss Lizzie A. Morgan	Sacramento and San Fran'co	California State	California Normal
Miss Helen A. Grant	San Francisco		
Miss Hattie A. Lyons	New York		Utica
FOURTH STREET PRIMARY SCHOOL			
Mrs. Lucy A. Morgan	New York	San Francisco	
Miss Theodosia J. Carter	San Francisco		
Miss Chloria Comstock	Essex, Conn		New Brittan, Conn
Miss Ellen Cushing	New York		
Miss Gazena Alice Garrison	Michigan	California State	California Normal
Mrs. Rebecca F. Ingraham	Maine		
Miss Anna Gibbons	California	California State	California Normal
Miss Annie M. Jourdan	St. Vincent's Academy	California State	California Normal
Miss Hattie J. Estabrook	California	California State	California Normal
Miss Sadie Davis	San Francisco	California State	California Normal
Miss Mary A. Stincen	Sacramento		
LINCOLN PRIMARY SCHOOL			
Miss Kate M. Sullivan	Providence, R. I		California Normal
Miss Katie B. Childs	San Francisco		
Miss Carrie L. Hunt	Salem, Mass	Salem, Mass	
Miss Mary A. Salisbury	New York		
Miss Nellie A. Littlefield	California	California State	California Normal
Miss Ellen Holmes	San Francisco		
Miss Filena T. Sherman	Boston and San Francisco		
Miss Mary F. George	San Francisco		
Miss Helen S. Arey	Vermont and Massachusetts		
Miss Maggie L. Jordan	San Francisco	California State	California Normal
Miss H. Minnie Gates	Boston, Mass		
Miss Bessie Malloy	Illinois		
Miss Lydia A. Clegg	San Francisco		

SAN FRANCISCO SCHOOL DEPARTMENT—CONTINUED.

Grade of Certificate.	Date of Certificate.	Total amount of experience in teaching.	How long been teaching in this State.	How long been teaching in this City.	Length of time in present position.
Second Grade.....	December, 1865....	8 years.....	4 years.....	4 months....	3½ months,
Third Grade.....	June 30, 1867....	2 years.....	2 years.....	2 years....	2 years.
Third Grade.....	February 28, 1867....	4 months....	4 months....	4 months....	4 months.
First Grade.....	February, 1867....	2½ years....	2½ years....	1 month....	1 month.
First Grade.....	January, 1867....	7 years....	7 years....	1 month....	1 month.
Second Grade.....	January, 1867....	2½ years....	2½ years....	2½ years....	2 months.
First Grade.....	August 28, 1867....	3 5-12 years	3 5-12 years	3 5-12 years	2 5-6 years.
First Grade.....	September 17, 1867....	3 5-12 years	3 5-12 years	2 5-6 years....	10 months.
First Grade.....	January 28, 1867....	6 years.....	6 years.....	6 years....	6 years.
First Grade.....	January 28, 1867....	20 years....	2 5-6 years....	2 5-6 years....	2 5-6 years.
Third Grade.....	January 28, 1867....	2½ years....	2½ years....	2½ years....	2½ years.
Second Grade.....	June, 1865....	2 5-12 years	2½ years....	2½ years....	21 months.
First Grade.....	April 18, 1867....	4 years.....	4 years....	4 years....	4 years.
First Grade.....	January 28, 1867....	5 years.....	5 years....	5 years....	4 months.
First Grade.....	January 28, 1867....	4 years.....	4 years....	3½ years....	10 months.
Third Grade.....	January 28, 1867....	9 years.....	8 5-12 years	8 years....	10 months.
Second Grade.....	May 14, 1867....	13 years....	3 years....	2 years....	4 months.
Second Grade.....	June, 1867....	4 months....	4 months....	4 months....	4 months.
First Grade.....	January 28, 1867....	9 years....	3½ years....	3 years....	3 years.
First Grade.....	January 28, 1867....	12 years....	3½ years....	3 years....	3 years.
Third Grade.....	January 17, 1867....	5 years....	19 months	19 months	19 months.
Third Grade.....	December, 1866....	18 months	1 year....	1 year....	1 year.
Third Grade.....	January 28, 1867....	10 months	10 months	10 months	10 months.
Primary Principal.....	May, 1864.....	8 years....	7 years....	6 years....	1 year.
Second Grade.....	January 28, 1867....	4½ years....	2 5-6 years....	2 5-6 years....	10 months.
Second Grade.....	January 28, 1867....	6 years....	2 years....	2 years....	10 months.
Second Grade.....	August, 1867....	2½ years....	2½ years....	2½ years....	10 months.
Second Grade.....	June 7, 1866....	2½ years....	2½ years....	1 year....	9 months.
First Grade.....	January 28, 1867....	5 1-12 years	4 5-6 years	4 5-6 years....	10 months.
Second Grade.....	August 31, 1867....	3 years....	2½ years....	2½ years....	10 months.
First Grade.....	January 28, 1867....	18 years....	15 years....	15 years....	2½ years.
Third Grade.....	January 28, 1867....	22 months	22 months	15 months	15 months.
First Grade.....	1866.....	5 years....	3 years....	2 years....	6 months.
First Grade.....	June, 1867....	6 years....	6 years....	6 years....	6 years.
Second Grade.....	June 7, 1866....	3 years....	1 year....	6 months....	6 months.
Second Grade.....	July, 1867....	13 years....	6½ years....	6½ years....	4 months.
Second Grade.....	January, 1867....	2 years....	2 years....	2 years....	2 years.
Third Grade.....	January 28, 1867....	2½ years....	2½ years....	2½ years....	3 months.
Second Grade.....	June, 1867....	10 months	10 months	4 months....	4 months.
First Grade.....	January 28, 1867....	3 years....	3 years....	2½ years....	2½ years.
State Diploma.....	April, 1867.....	5 years....	5 years....	3 months....	2 months.
First Grade.....	May, 1867.....	10 years....	5 years....	2½ years....	2½ years.
Second Grade.....	January 28, 1867....	16 months	16 months	16 months	16 months.
State Diploma.....	March, 1867.....	8½ years....	8½ years....	8½ years....	16 months.
Second Grade.....	June, 1867....	20 years....	4½ years....	3 years....	3 years.
Third Grade.....	January 28, 1867....	2 years....	2 years....	2 years....	17 months.
First Grade.....	October 10, 1867....	2½ years....	2½ years....	2½ years....	2½ years.
Third Grade.....	December, 1866....	16 months	16 months	16 months	16 months.
Third Grade.....	January, 1867....	4 years....	15 months	15 months	5 months.
Third Grade.....	January, 1867....	2½ years....	2 5-12 years	2 5-12 years	16 months.
Second Grade.....	March 28, 1867....	18 months	18 months	18 months	18 months.
Second Grade.....	January 28, 1867....	3½ years....	3½ years....	2 5-6 years....	1 week.
Second Grade.....	January 19, 1867....	2½ years....	2 years....	2 years....	2 years.
Third Grade.....	January, 1867....	2½ years....	2½ years....	2½ years....	2 years.

PERSONAL STATISTICS OF TEACHERS IN

Names of Schools and Teachrs.	Where Educated.	Graduate of what Normal School.	Had experience in what Training School.
EIGHTH STREET PRIMARY SCHOOL.			
Miss Annie E. Slavan.....	Notre Dame Convent, C. E.	New York	Toronto
Miss Caroline A. Watson.....	Massachusetts, Ill., and Cal.	.....	.....
Miss Grace Chalmers	San Francisco .....	.....	California Normal ..
Miss Madeleine Ann Brady	San Francisco .....	.....	.....
Miss Sadie C. Johnson.....	San Francisco .....	.....	.....
Miss Mary A. Humphreys	New York and California .....	.....	.....
Miss Sarah E. Frissell	Massachusetts and California	California State	California Normal ..
Miss Margaret E. Bevans	San Francisco	California State	California Normal ..
HAYES VALLEY PRIMARY SCHOOL.			
Miss Laura J. Mastick.....	Baldwin University, Ohio	San Francisco .....	.....
Miss Jennie E. Gunn.....	San Francisco	San Francisco .....	.....
Miss Harriet P. Burr	San Francisco .....	.....	.....
Miss Fannie A. Stowell	Connecticut .....	.....	Connecticut Normal ..
Miss Kate Agnes O'Brien	California	California State	California Normal ..
COSMOPOLITAN PRIMARY SCHOOL.			
Miss Minna A. H. Graf	Hamburg, Germany .....	.....	Dannenberg's Inst..
Miss Martha E. H. Dames	San Francisco and New York .....	.....	.....
Mrs. Josephine Clifford	St. Louis, Mo. ....	.....	.....
Miss Elizabeth Siegemann	Hanover, Germany .....	.....	.....
Miss Sarah E. Miller	San Francisco	California State	California Normal ..
Miss Lizzie York	San Francisco and New York	California State	California Normal ..
Miss Cornelia E. Campbell	Iowa and California	California State	California Normal ..
Mrs. Kate McLaughlin	Dublin .....	.....	California Normal ..
Mad. Marie Dupuy	Paris	Paris .....	.....
Miss Grace Smith	Scotland and California	California State	California Normal ..
Miss Virginie Coulon	France .....	.....	.....
Miss Helen E. Roeben	San Francisco .....	.....	.....
BRYANT STREET PRIMARY SCHOOL.			
Miss Eva G. Smith	San Francisco .....	.....	.....
Mrs. R. Jane Cochrane	San Francisco .....	.....	.....
Miss Augusta S. Cameron	San Francisco	California State	California Normal ..
Miss Sarah E. Porter	Providence, R. I., and San F.	.....	.....
NORMAL TRAINING SCHOOL.			
Mrs. C. H. Stout	New York .....	.....	California Normal ..
Mrs. Priscilla C. Cook	Boston .....	.....	California Normal ..
Miss Mary G. Heydenfeldt	San Francisco	California State	California Normal ..
CITY TRAINING SCHOOL.			
Mrs. A. E. Du Bois	New York	San Francisco	San Francisco City ..
Miss Annie L. Gray	California	California State	California Normal ..
HYDE AND GEARY PRIMARY SCHOOL.			
Miss Laura A. Humphreys	San Francisco	San Francisco .....	.....
Miss Frances M. Benjamin	San Francisco .....	.....	.....
POTRERO SCHOOL.			
Miss Annie S. Jewett	California	California State	California Normal ..
Miss Sarah E. Anderson	New York City and San Fran.	California State	California Normal ..
PINE STREET SCHOOL.			
Miss Lottie A. Prichard	New York City .....	.....	.....
Miss Abbie Frances Sprague	San Francisco .....	.....	.....

SAN FRANCISCO SCHOOL DEPARTMENT—CONTINUED.

Grade of Certificate.	Date of Certificate.	Total amount of experience in teaching.	How long been teaching in this State.	How long been teaching in this City.	Length of time in present position.
First Grade.....	January 28, 1867 ..	14 years....	10 years....	10 years....	3 years.
Third Grade.....	June, 1867.....	3 months....	3 months....	3 months....	2 months.
Second Grade.....	June, 1867.....	4 months....	4 months....	4 months....	2½ months.
Third Grade.....	January 28, 1867 ..	16 months....	16 months....	16 months....	16 months.
Third Grade.....	January, 1867 ..	4 months....	4 months....	4 months....	4 months.
First Grade.....	January, 1867 ..	8 years....	8 years....	6 years....	2 1-6 years.
Second Grade.....	January 28, 1867 ..	3½ years....	2 1-6 years....	22 months....	21 months.
First Grade.....	June, 1867.....	4 months....	4 months....	4 months....	4 months.
First Grade.....	January 28, 1867 ..	7½ years....	7 1-6 years....	7 1-6 years....	4 1-12 years.
Second Grade.....	January 28, 1867 ..	4 years....	4 years....	4 years....	3 11-12 yrs.
Third Grade.....	June, 1867.....	5 months....	5 months....	5 months....	3 months.
First Grade.....	January, 1867 ..	7 years....	4 years....	4 years....	2 years.
Third Grade.....	June, 1867.....	3 months....	3 months....	3 months....	2½ months.
Special.....	January, 1867 ..	8½ years....	22 months....	22 months....	7 months.
Second Grade.....	May, 1867 ..	4 months....	4 months....	4 months....	4 months.
Special, German.....	September, 1867 ..	2 months....	2 months....	2 months....	2 months.
Special.....		15 years....	16 months....	16 months....	16 months.
Second Grade.....	January 28, 1867 ..	13 months....	13 months....	13 months....	11 months.
Second Grade and Special ..	January 28, 1867 ..	16 months....	16 months....	16 months....	16 months.
First Grade.....	September, 1867 ..	4 years....	4 years....	10 months....	10 months.
Grammar and Primary.....	January, 1867 ..	10 years....	4 years....	2 years....	10 months.
Special.....	July, 1867 ..	1 year....	3 months....	3 months....	1 week.
Second Grade.....	July 3, 1867 ..	4 months....	4 months....	4 months....	3 months.
Special.....	June 13, 1866....	17 years....	3 years....	3 years....	16 months.
Third Grade.....	June 24, 1867 ..	4 months....	4 months....	4 months....	3 months.
Third Grade.....	January 28, 1867 ..	22 months....	22 months....	22 months....	10 months.
Third Grade.....	January 28, 1867 ..	18 months....	18 months....	18 months....	18 months.
Second Grade.....	January 28, 1867 ..	2 7-12 years....	2 7-12 years....	2 7-12 years....	22 months.
Third Grade.....	January 28, 1867 ..	4½ months....	4½ months....	3½ months....	3½ months.
State Dip. and Primary Prin.	January 28, 1867 ..	6½ years....	6½ years....	6½ years....	2 years.
Head Assist. and Grammar..	.....	10 years....	4½ years....	4½ years....	4 months.
Second Grade.....	June 8, 1867 ..	4 months....	4 months....	4 months....	3½ months.
First Grade and State Dipl'a	December, 1866 ..	17 years....	15 years....	15 years....	4 months.
Second Grade.....	June 3, 1867 ..	3 months....	3 months....	3 months....	3 months.
First Grade.....	July, 1867 ..	8 years....	8 years....	7 5-6 years....	2 years.
Third Grade.....	July, 1867 ..	16 months....	16 months....	16 months....	16 months.
First Grade.....	January, 1867 ..	4 years....	4 years....	2½ years....	2 months.
Third Grade.....	January 3, 1867 ..	3½ months....	3½ months....	3½ months....	3½ months.
First Grade.....	January, 1867 ..	6 years....	5½ years....	5½ years....	2 years.
Third Grade.....	June 24, 1867 ..	2 months....	2 months....	2 months....	2 months.

PERSONAL STATISTICS OF TEACHERS IN

Names of Schools and Teachers.	Where Educated.	Graduate of what Normal School.	Had experience in what Training School.
POLK AND AUSTIN PRIMARY SCHOOL.			
Miss Mary Ella Perkins.....	California		
DRUMM STREET PRIMARY SCHOOL.			
Miss Annie M. Murphy.....	Massachusetts	Salem, Mass.....	Salem, Mass.....
Miss Susie B. Cook	San Francisco		
SAN BRUNO SCHOOL.			
Miss Jennie B. Sheldon.....	Maine		
WEST END SCHOOL.			
Robert Desty.....	Quebec and New York City.....		
FAIRMOUNT SCHOOL.			
Mrs. J. H. H. Nevins	New York City.....		
OCEAN HOUSE SCHOOL.			
Mrs. Maria M'Gilvray	England.....		Borough Road, London, and Pestalozzian, Davenport..
TYLER STREET SCHOOL.			
Miss Sarah H. Whitney	New York		
Mrs. Laverna Allen.....	New York		
COLORED SCHOOL.			
Mrs. Georgia Washburn	Massachusetts.....		
Mrs. Helen F. Byers.....	Massachusetts.....		

AVERAGE EXPERIENCE — MISCELLANEOUS MEMORANDA FROM THE FOREGOING TABLES.

FEMALES.

Average experience in teaching.....	5 years 4½ months.
Average time of teaching in State of California.....	3 years 6 months.
Average time of teaching in City of San Francisco.....	2 years 10½ months.

MALES.

Average experience in teaching.....	12 years 1½ months.
Average time of teaching in State of California.....	7 years 1 month.
Average time of teaching in City of San Francisco.....	4 years 10 months.

Number of males who are graduates of Normal Schools.....	11
Number of females who are graduates of Normal Schools.....	88
Total number of graduates.....	99
Number of male teachers who have had experience in Training Schools.....	12
Number of female teachers who have had experience in Training Schools.....	78
Total.....	90

SAN FRANCISCO SCHOOL DEPARTMENT—CONCLUDED.

Grade of Certificate.	Date of Certificate.	Total amount of experience in teaching.	How long been teaching in this State.	How long been teaching in this City.	Length of time in present position.
Third Grade.....	January 28, 1867....	9½ months.	9½ months.	9½ months.	9½ months.
Third Grade.....	May 31, 1867.....	9 years..... 3½ months.	2 years..... 3½ months.	2 years..... 3½ months.	10 months. 3½ months.
First Grade.....	August, 1867.....	10 years.....	8 years.....	6 years.....	2 1-12 years.
State Dip. and Gram. Master	1864.....	15 years....	14 years....	4 months....	4 months.
Second Grade.....	July, 1867	25 years....	14 years....	7 years....	4 months.
Second Grade.....	January, 1867.....	25 years....	12 years....	6 years....	18 months.
Second Grade.....	July 26, 1867.....	5 years.....	5 years.....	3 months....	3 months.
Second Grade.....	May 20, 1867.....	12 years....	1 year.....	2 weeks	2 weeks.
Special	July, 1867	4 years.....	3½ years....	3½ years....	8 months.
Second Grade.....	May, 1867	4½ years....	4½ years....	4½ years....	1 month.

Number of male teachers who hold State Life Diplomas.....	12
Number of male teachers who hold State Educational Diplomas.....	7
Number of male teachers who hold Latin Master's Certificates.....	2
Number of male teachers who hold Grammar Master's Certificates.....	1
Number of male teachers who hold Special Certificates.....	3
Number of female teachers who hold State Life Diplomas.....	2
Number of female teachers who hold State Educational Diplomas.....	9
Number of female teachers who hold Head Assistant Grammar Certificates.....	1
Number of female teachers who hold Principal of Primary Certificates.....	4
Number of female teachers who hold First Grade Certificates.....	69
Number of female teachers who hold Second Grade Certificates.....	73
Number of female teachers who hold Third Grade certificates.....	52
Number of female teachers who hold Special Certificates.....	10

NUMBER OF TEACHERS EDUCATED IN CALIFORNIA.

Males	— Females.....	114
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NUMBER OF TEACHERS WHO GRADUATED FROM THE CALIFORNIA STATE NORMAL SCHOOL.

Males	3 Females.....	48
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NUMBER WHO HAVE HAD EXPERIENCE IN TRAINING SCHOOLS.

Males	12 Females.....	78
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It will be learned from the foregoing summary that we have such a corps of teachers as should, (and they do,) enjoy a high degree of confidence.

For these let a more liberal, yet judicious, schedule of salaries be adopted, which will suitably discriminate in favor of experience, well proved and absolute success in teaching.

It is remarkable that we have a wise regulation in the Manual, which provides that no teachers shall be elected till they have proved their ability by six months' successful service; yet this important provision against incompetency has never in a single instance been regarded by the Board of Education. All teachers, during several years past, have been placed upon probation for six months—a wise and just precaution—yet, strange as it may appear, no instance of non-success has yet transpired. Of the several hundred teachers elected, not one has failed of regular promotion at the expiration of the probationary term. Let a schedule be adopted which will, with reasonable liberality, reward and honor professional success in our Department, and we will continue to enjoy the invaluable and incalculable services of those who will make teaching a profession as honorable and remunerative as it ever must be important. In its relation to the welfare of the community and State,—to society, with all its vital and sacred interests, what vocation, calling, or profession can be more directly and vitally important than that of the good, faithful, and true teacher? What task more delicate, responsible and noble, than the proper development of the minds and hearts of those who are soon to take our places, and give to society its character—to perpetuate itself again and again in the endless generations to come? What labor, when well performed, should be more justly and more generously rewarded? *What profession should be more respected?*

In making the foregoing criticisms and suggestions, I know that I have ventured in many instances upon a delicate and undesirable task. Its performance may subject me to harsh judgment; I may be accused of entertaining radical views, and censured for offering suggestions which seem, though correct in theory, impossible in practice. There are those of our own profession who become wedded to one idea—who seem but seldom to look outside or beyond daily routine work, for new methods, or to discover errors in older systems. Such innocently become fossils. I am aware and will readily admit,

that to carry out my views in regard to improved and truer methods of teaching, would require a high order of talent on the part of teachers—a thorough education and a skillful preparation on their part for their professional work—and then application of zeal, energy, and professional ambition—that is all. Nothing more would be necessary. And have we not such teachers already? Certainly. We have large numbers, and scores in addition are preparing annually. This is just the work, this the very object of our Normal and Training Schools. Let these Normal and Training Schools continue their good work, under the instruction of the most skillful and thoroughly competent conductors, and there will never be any lack of teachers—and such teachers, too, as will be prepared to enter upon their work with intelligence, and assured success in *true teaching*.

METHODS OF INSTRUCTION—TEACHERS' INSTITUTE.

No subjects are more important in relation to our Public Schools, nor are any more interesting and profitable to discuss, than *improved methods of instruction*.

No one can visit our class rooms without being impressed that there is much, very much, yet to be learned, even by our very best educators. The *science* of teaching is yet comparatively new. Though great advance has been made in this new field of thought and inquiry during the past few years, much still remains to be developed. Custom, long sanctioned and almost unquestioned, assigns too low a place to the profession of the teacher, and sanctions the employment therein of the crudest talents, and often the most unskilled laborers. Yet we know that the best minds of this or any age find in the study and practice of teaching ample room for the display of all their acumen and philosophy. I am confident that our ambitious instructors in this city have need to renew their studies and push a little further and deeper their investigations, if they would realize the best attainable results from skillful teaching. From our somewhat isolated situation, fortunately, perhaps, we have here in California to depend much upon ourselves—to rely upon our own efforts in the testing of new theories, and the elimination of new facts—new principles, and better methods of discipline and instruction.

The possibilities of the minds of children, the *nature* of their ca-

pacities, and the tendency of their differing genius, must be more carefully studied and better understood, to enable our educators to teach with the greatest possible economy of their own and their pupils' time and strength, and with the happiest development of their pupils' mental and physical energies.

Here, then, is good work for our Teachers' Institute. It should be at once organized and put into active operation.

TEACHERS' INSTITUTE.

This important branch of every well organized school department, though a part of our *system*—being required by our Regulations, and provided for in our Manual—has from some cause been suspended for several months. The value of this frequent assembling of teachers and friends of education for general debate of school questions, the discussion of educational topics, methods of instruction, etc., can scarcely be over-estimated. It seems hardly possible, it is not practicable, to keep up a good system of schools without the inspiriting and conserving influences of a well conducted Teachers' Institute. A support of the latter I consider indispensable to a healthful and efficient existence of the former. It must at least be evident that the Institute is too useful to be lightly valued. If its organization and management heretofore has not been entirely satisfactory, doubtless improvements can be suggested from the experience of the past. It has sometimes appeared to me, however, to be the Institute itself in any form, not the character of its organization and management, to which some teachers are accustomed to object. Indeed, I have heard it urged, though not by many, that from those teachers who well perform their duties in their class rooms, nothing more should be demanded or expected; that *all* such should be excused from attending the Institute. But observation and experience has caused me to be exceedingly skeptical as to the true value, in the school room or elsewhere, of those teachers who have so little professional pride and ambition as to scoff at the idea that they have anything more to learn; and feel no interest in educational literature, either reports, monthlies, or standard works, bearing upon the profession in which they are engaged and by which they live; and habitually complain of the Institute, “the horrid Institute,” as being

dry, uninteresting, "a bore," etc. Such teachers should find little sympathy in the Board of Education. They should be relieved entirely of those positions which involve to them nothing but drudgery — tame, lifeless work — a punishment to themselves, and worse than a punishment to their pupils.

I have attended many meetings of the Teachers' Institute. No doubt some have been "dry," — have lacked the intelligence and spirit which should have been imparted to them by whole-hearted and truly zealous teachers; but I have never yet attended an Institute meeting from which I have not been able to glean something useful to carry away.

CONCLUSION.

In the foregoing suggestions to the Honorable Board of Education, I have been governed by honest convictions of right and duty. To err is human. I may have been mistaken in some of the sentiments which I have expressed; but I nevertheless feel an assurance, gained from careful thought and much observation, that I am correct in the views which I have advanced, and judicious in my recommendations. I have endeavored to serve the Department faithfully and fearlessly during my term of office, and have been governed by this desire in this my last report. To do all that I would have done has been impossible; but I have shirked no duty and have avoided no necessary responsibility; have done my duty according to my best ability; have endeavored to be just to all; and have been generous often when I might have acted otherwise. I have extended that courtesy to teachers which their trying positions and arduous duties have entitled them to; I have treated them as my co-workers and friends. In my intercourse with the Board I have also extended that attention and civility due between gentlemen having a common labor and a common object far transcending all personal considerations. I am happy to close my connection with the Superintendency having the most kindly sentiments and good will toward all, an earnest wish for the happiness and prosperity of all with whom I have been and still hope to be associated; and with a most sincere desire for the future success and bright career of the Public Schools of San Francisco.

J. C. PELTON,

Superintendent of Public Schools, 1865, '66, '67.

APPENDIX II.

DATE OF ORGANIZATION OF THE PUBLIC SCHOOLS.

Name of School.	Date of Organization.	Name of Principal at time of Organization.
Boys' High School	September 19, 1860	Ellis H. Holmes.
Girls' High School	June 20, 1864	Ellis H. Holmes.
Latin School.....	June 7, 1864	George W. Bunnell.
Lincoln Grammar School	July, 1865	Ira G. Hoitt.
Denman School	September, 1851	James Denman.
Union School	June, 1852	Ahira Holmes.
Rincon School	January 28, 1852	Silas Weston.
Mission School.....	May, 1852	Alfred Rix.
Washington School.....	December 22, 1851	F. E. Jones.
Spring Valley School	February, 1852	Asa W. Cole.
Post Street Cosmopolitan Gram- mar School	February 19, 1867	H. N. Bolander.
Shotwell Street School	July, 1867	Silas A. White.
North Cosmopolitan School	July, 1867	Miss Kate Kennedy.
Tehama Primary School	January, 1867	Mrs. E. C. Burt.
Lincoln Primary School	July, 1866	Miss K. Sullivan.
Post Street Cosmopolitan Primary School	October, 1865	Mrs. Ulrika Rendsburg.
Broadway Primary School.....	January, 1867	Mrs. Wm. R. Duane.
Fourth Street Primary School	April, 1863	A. E. McGlynn.
Powell Street Primary School	June 10, 1861	Mrs. E. C. Burt.
Hyde Street Primary School.....	October, 1857	Miss Fannie Slocum.
Hayes Valley School	May, 1863	Miss H. B. Cushing.
Bryant Street School	January, 1867	Miss E. G. Smith.
West End School	October, 1864	Miss A. M. Dore.
Fairmount School	September, 1864	Miss M. A. Salisbury.
San Bruno School	September, 1864	Mrs. Georgia Washburn.
Potrero School	May, 1865	Miss Jennie Sheldon.
Pine Street School	October, 1865	Mrs. L. A. Prichard.
Ocean House School	July, 1866	Mrs. M. McGilveray.
Normal Training School	September, 1865	Mrs. C. H. Stout.
City Training School	July, 1867	Mrs. A. E. Du Bois.
Filbert and Kearny Street Primary School	October, 1867	Mrs. A. Griffith.
Pine and Larkin Street Primary School	November, 1867	Miss Hannah Cooke.
Eighth Street Primary School	October, 1864	Miss May Williams.
Drumm Street Primary School	February, 1867	Miss A. M. Murphy.
Tyler Street Primary School	October, 1867	Miss S. H. Whitney.
Colored School	May 22, 1854	Rev. John J. Moore.

LATIN SCHOOL.

On the seventh of June, 1864, the Board of Education put in working condition a classical department in the Boys' High School, by the election of Mr. George W. Bunnell as classical instructor. To secure admission to this department applicants were first obliged to pass the regular examination for admission to the High School—an examination in every respect the same as that prescribed for those who entered the other department of the school. It was soon perceived that by this organization, the very pupils who proposed to pursue a classical course, and perhaps after that to enter college, reaped no advantage from the incorporation of the classics in the course of study of the High School. This was evident from the fact that it is necessary for those who take up the study of Latin and Greek, with a view to a collegiate education, to begin the study of these languages at an earlier age than the average age of those who were successful in gaining admission to the High School. The English course necessary for the classical pupils is also not so extensive as that pursued by the other pupils of the High School, and but partially coincident with it. Great difficulties, therefore, were found in putting these two classes of pupils together in mathematics and other English studies. Seeing that a change in the organization of the High School was needed, and considering the great success and celebrity of the Boston Latin School, the Board decided, on the 27th of June, 1865, to separate the classical department from the High School. In May of the present year, the first class, consisting of nine members, graduated from the Latin School. The examination was protracted and severe, and comprised all the branches that are required for admission to Yale College. Six of the class obtained diplomas, and three who did not obtain a sufficiently high per centage to entitle them to diplomas, received certificates of their having completed a partial course. Three of those obtaining diplomas have since entered Dartmouth College. They were informed by the President of that institution that they were better prepared than the average of the entering class who had been educated at Eastern Schools. One of those who received certificates was admitted to Dartmouth College conditionally. Two others, one having a diploma, the other a certificate, have been admitted to the College of California. A class of five will probably be ready for College in May, 1868, and a class of twenty in 1869. We think that these results show the wisdom of

the Board in making this a separate school, and are very much to the honor of the department. Mr. Wm. K. Rowell is at present Principal of the Latin School, and Mr. A. L. Mann, Assistant. Both these gentlemen are graduates of New England Colleges, and are experienced teachers.

COURSE OF STUDY FOR EACH YEAR IN THE LATIN HIGH SCHOOL, OR FOR THE FOUR CLASSES.

FOURTH CLASS.—1. Andrews & Stoddard's Latin Grammar ; 2. Geography ; 3. Reading and Spelling ; 4. English Grammar ; 5. Arithmetic ; 6. Declamation and Composition ; 7. McClintock's First Latin Book ; 8. Writing and Drawing.

THIRD CLASS.—1, 2, 3, 4, 5, 6, and 8, continued ; 9. Andrews' Latin Reader ; 10. Cæsar ; 11. Algebra ; 12. McClintock's First Greek Book ; 13. Roman History.

SECOND CLASS.—1, 6, 8, 10, 11, 12, continued ; 14. Cicero and Sallust ; 15. Xenophon's Anabasis ; 16. Greek Grammar ; 17. Physical Geography ; 18. Rhetoric.

FIRST CLASS.—1, 6, 15, 16, continued ; 19. Arnold's Latin Prose Composition ; 20. Geometry ; 21. Ancient History and Geography ; 22. Ovid (selections) ; 23. Virgil (selections) ; 24. Three Books of Homer.

GRADUATES OF THE LATIN SCHOOL—MAY, 1867.

The names of those who received Diplomas of graduation of the San Francisco Latin School, are as follows :

Edward Blaney, Melville Regensburger, Joseph Mee,
Chas. H. Ham, Sidney Worth.

Those who received Certificates were the following :

Charles Learned, Frank White, George Davis.

ORDER OF EXERCISES IN THE LATIN SCHOOL.

PRINCIPAL'S ROOM.

Time.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.
9:00 to 9:15	Opening Exercises.....	Opening Exercises.....	Opening Exercises.....	Opening Exercises.....	Opening Exercises.....
9:15 to 10:00	Physical Geography	Physical Geography	Algebra	Algebra	Algebra
10:00 to 10:50	Arithmetic	Arithmetic	Arithmetic	Arithmetic	Arithmetic
10:50 to 11:00	Recess	Recess	Recess	Recess	Recess
11:00 to 12:00	Greek	Greek	Greek	Greek	Greek
12:00 to 12:45	Intermission	Intermission	Intermission	Intermission	Intermission
12:45 to 1:30	Clark's Geography.....	Clark's Geography.....	Reading and Roman History	Reading and Roman History	Reading and Roman History
1:30 to 2:00	Writing	Writing	Spelling	Spelling	Spelling
2:00 to 3:00	Latin	Latin	Latin	Latin	Latin

ASSISTANT'S ROOM.

9:15 to 10:00	Algebra	Algebra	Algebra	Algebra	Algebra
10:00 to 10:50	Greek	Greek	Greek	Greek	Greek
11:00 to 12:00	Latin	Latin	Latin	Latin	Latin
12:45 to 2:00	Latin	Latin	Latin	Latin	Latin
2:00 to 3:00	Rhetoric	Rhetoric	History	History	History

On Tuesday the time or the Morning Exercises is shortened, to give time for a lesson in Drawing.

SAN FRANCISCO BOYS' ENGLISH HIGH SCHOOL.

QUESTIONS IN EXAMINATION FOR GRADUATION, MAY, 1866 — FIRST CLASS.

ENGLISH LITERATURE.

1. Name some influences that affected the English language before the fourteenth century. Why is Chaucer called the father of English Literature? What are the merits of the Canterbury Tales?
2. What is the Baconian system of Philosophy? Why was it needed? What can you say of Bacon's style?
3. What are the chief merits of Shakspeare as a writer? Why does he hold so high a rank?
4. Who were the greatest theological writers of the sixteenth and seventeenth centuries? What was their influence?
5. By whom and for what was Hudibras written? What was the character of Dryden as a writer? Name some of his works.
6. Who were the leaders in the Artificial School of writers? What can you say of Pope as a poet? As a satirist?
7. Who were the Essayists? What influence did they exert? For what is Addison noted? Dr. Johnson?
8. Who were the great Historians? Speak of the skeptical tendency of the works of two of them. Who were leaders in the Transition School of writers?
9. What are some of the peculiarities of Moore? of Byron? of Shelley? Name some of the greatest modern novelists and journalists.
10. Why were theological subjects chosen by early American writers? Why should oratory flourish in a republic? What Americans have excelled as orators? as historians.

TRIGONOMETRY.

1. What is the use of Trigonometry? What is the measure of an angle? Define sine, cosine, tangent, cotangent; also, complement and supplement.
2. What is the value of the tangent, expressed in terms of the sine and cosine, the radius being unity? What of the cotangent? What is the reciprocal of the tangent equal to? $\text{Sin. } {}^2 a + \text{cos. } {}^2 a = ?$
3. Prove that the chord of 60 degrees is equal to radius; also, that the sine of 30 degrees, the versed sine of 60 degrees, and the cosine of 60 degrees are equal to one half the radius.

4. Prove that the $\sin. (a + b) + \sin. (a - b) = 2 \sin. a \cos. b$, and $\sin. (a + b) - \sin. (a - b) = 2 \cos. a \sin. b$; also, $\sin. 2a = 2 \sin. a \cos. a$.

5. Prove that $\cos. (a + b) + \cos. (a - b) = 2 \cos. a \cos. b$; also, that $\cos. (a - b) - \cos. (a + b) = 2 \sin. a \sin. b$. Which is greater, $\cos. (a + b)$ or $\cos. (a - b)$?

6. Prove that $\tan. (a + b) = \frac{\tan. a + \tan. b}{1 - \tan. a \tan. b}$; also, $\tan. (a + b) = \frac{\tan. a - \tan. b}{1 + \tan. a \tan. b}$.

7. Prove that, in any angled plane triangle: The hypotenuse is to either side as the radius is to the sine of the angle opposite to that side. That one side is to the other side, as the radius is to the tangent of the angle adjacent to the first side. That one side is to the hypotenuse, as the radius is to the secant of the angle adjacent to that side.

8. Prove that if a perpendicular be let fall from any angle of a triangle to its opposite side or base, this base is to the sum of the other two sides, as the difference of the sides is to the difference of the segments of the base.

9. Prove that $\cos. 2a = \cos.^2 a - \sin.^2 a$; also, that $\cos. 2a = 1 - 2 \sin.^2 a$.

10. Prove that $\cot. (A + B) = \frac{\cot. A, \cot. B - 1}{\cot. B + \cot. A}$; also, that $\cot. 2A = \frac{\cot.^2 A - 1}{2 \cot. A}$.

GEOOMETRY.

1. What is a plane? A perpendicular to a plane? What is a diedral angle? A triedral angle? A solid or polyedral angle?

2. If a straight line stand at right angles to each of two other straight lines at their point of intersection, it will be at right angles to the plane of those lines. Demonstrate.

3. If two straight lines be drawn in any direction through parallel planes, the planes will cut the lines proportionally. Demonstrate.

4. The sum of the plane angles forming any solid angle, is always less than four right angles. Give demonstration.

5. Define a polyedron; a prism; a rectangular parallelopipedon. Define a zone; a spherical segment; a sphere.

6. The perpendicular distance between two parallels is 20 feet, and a line is drawn across them at an angle of 45 degrees—what is its length between the parallels? Two parallel chords in a circle were measured and found to be eight feet each, and their distance asunder was 6 feet—what was the radius of the circle?

7. Given, the areas of two regular polygons of the same number of sides, the one inscribed in and the other circumscribed about, the same circle, to find the areas of regular inscribed and circumscribed polygons of double the number of sides.

8. When the radius of a circle is unity, its area and semi-circumference are numerically equal. Required the proof.

9. If squares be described on the hypotenuse and sides of a right-angled triangle, and the extremities of the sides of the former, and the adjacent sides of the others, be joined, the sum of the squares of the lines joining them will be equal to five times the square of the hypotenuse. Demonstrate.

10. The figure formed by joining the points of bisection of the sides of a trapezium, is a parallelogram. Demonstrate. The diameter of a sphere is 12 inches; how many cubic inches does it contain? How many times greater would be the cubical content of a sphere 24 inches in diameter, than of one 12 inches in diameter?

CHEMISTRY.

1. What can you say of the absorptive power of carbon, in the form of charcoal? What are the compounds of carbon and oxygen? How may carbonic oxyd be produced? What can you say of petrifactions? What are the constituents of cyanogen, and what remarkable property does this compound possess?

2. Give a short account of the phlogistic theory. What is combustion? What is the difference between combustion and explosion? What is the characteristic of all bodies used for the purpose of illumination? Give a succinct account of the structure of a flame.

3. What can you say of the distribution of sodium in combination? What is the crystalline form of the chloride of sodium? How is the carbonate of soda manufactured? What is alkalimetry? Why cannot the nitrate of soda be used in the manufacture of gunpowder? What is the symbol of the nitrate of soda?

4. What are the equivalent and symbol of magnesium? What can you say of the distribution of aluminum? Give the symbol of

alum. What causes the red color of bricks? Mention the constituents of clay.

5. What are the constituents of glass?—of porcelain?—of enamel? What constituent is employed when it is intended to give a high refractive power to glass? What may be illustrated by the use of Prince Rupert's drops?

6. What can you say of the natural history and distribution of iron? What are the principal ores of iron? What is the chemical difference between cast and wrought iron? What is steel? How is case-hardening effected?

7. Mention some of the properties of copper. What is verdigris? What are the chief alloys of copper?

8. Mention five of the so-called noble metals. Are amalgams mechanical or chemical combinations? Mention the chief ore of mercury, and tell in brief, the method of extracting the metal.

9. How is detrine produced? What is its office? What is the difference between cane sugar and grape sugar?

10. Mention the chief organic alkalies. What is the connection between oils and fats? Tell all you can of gums, resins, wax, glycerine, and chlorophyle.

SECOND CLASS—PHYSICS.

1. If two forces acting perpendicularly on a straight lever, on *opposite* sides of the fulcrum, balance, these forces are to each other inversely as their distances from the fulcrum. Demonstrate.

2. What is the law of the movable pulley? A pair of pincers is six inches long, how great a force must be applied, two inches from the top, to overcome a resistance of three ounces? How great a power will be required to balance a weight of forty pounds?

3. Give the law of the lever of the second kind. What is a compound lever? The radius of an axle is four inches, of the wheel four feet, what weight will a power of twenty pounds, applied to the wheel, balance? To what two mechanical powers may all the others be reduced? Of which mechanical power is the screw a modification?

4. What is distillation? What is incandescence? At what temperature do all solid bodies become incandescent? What is specific heat? Name some of the men who made use of steam as a motive power prior to the time of Watts' improvement in the steam engine.

5. What is the cause of short-sightedness? What is the visual angle? How many kinds of microscope are there? Give a brief description of the compound microscope. A convex lens has a focus one-fifth of a square inch in area, and increases the heat of ordinary sunlight two hundred times, what is the area of the lens?

6. What is the cause of stammering? A cannon is heard a quarter of a mile off, with a certain degree of loudness, how far must a person be removed to hear it with one-hundredth of its former loudness? I see the flash of a cannon two seconds before I hear its report, how far is it off? How many feet will sound travel through water in ten seconds?

7. How many kinds of frictional electricity are there? Give Du Fay's theory of electricity. What kind of electricity may be generated by rubbing a rough glass tube with woolen? To what part of a body is electricity confined?

8. What are the uses of the electrophorous? What do you mean by electrical induction? What are some of the characteristics of mechanical electricity, as distinguished from chemical? How is electricity generated by steam? What is the use of the electrometer?

9. Give an account of Daniel's constant battery. What elements are employed in the construction of Grove's battery? Which is the positive pole of a galvanic battery? How may you secure electricity of great intensity with the galvanic battery? How may shocks be given with the galvanic battery?

10. What is thermo-electricity? How is a thermo-electric pile constructed? What is the use of the armature of the magnet? What is an astatic needle? Mention the several methods in which magnetism may be induced in bodies. Give a full account of the magneto-electric machine.

RHETORIC.

1. Is rhetoric a science or an art? Why?
2. Define imagination, and show that it is the source of the pleasures of taste. How does genius differ from taste.
3. Enumerate the essentials of sublimity in writing. Name some of the elements of beauty.
4. What are figures of orthography? — etymology? — syntax? What are figures of rhetoric?

5. Define four figures of rhetoric, and give examples of their use.
6. What is the office of criticism ? What qualifications should every critic possess ?
7. Show the points of difference between prose and poetry.
8. What is description ?—narration ?—argument ?—exposition ?—speculation ?
9. What divisions were adopted by the ancients in preparing orations ? Why is the introduction important ? What rules would you observe in regard to the argumentative portion of an oration ?
10. What are dramas ? Give the leading classes of dramas. What are “the three unities ?”

COMMERCIAL LAW.

1. What is property ?
2. How is personal property distinguished from real ?
3. Define choses in action and choses in possession.
4. What is good will, and when do questions concerning it arise ?
5. What renders a ship an American vessel ?
6. Where rests the power of legislation in reference to shipping ?
7. Who are competent to register ?
8. What are the rights of part-owners of vessels ?
9. What rule in professional and mercantile partnership in reference to good will ?
10. Define factor and broker.
11. Define agency.
12. State the law in regard to who can act as principal and who as agent.
13. Define general and special agency.
14. State the law in regard to instructions, and the exceptions.
15. Define “del crederé” commission.

BOOK-KEEPING.

1. What is book-keeping ?
2. Define the double-entry system.
3. What besides personal accounts are kept in double-entry Ledger ?
4. What should be the character of the Day Book ?
5. What is an account ?
6. Into what classes may accounts be divided ?

7. State the principles for debiting and crediting the various accounts.

8. When an account is closed, how is shown the balance or difference?

9. How are resources, liabilities, losses and gains shown in the Ledger?

10. State the six steps in closing the Ledger.

11. Post the following and close the Ledger:

DR.	CR.	DR.	CR.
Stock.....\$ 600	\$2,800	Expense.....\$ 75	
Merchandise.... 3,470	2,400	Cash..... 1,600	\$925
Bills receivable.. 2,750	1,800	Wm. Brown.... 180	270
Bills payable 240	1,200	Jas. Campbell... 900	420
Inventory, \$1,250.			

12. Write a promissory note for \$500, sixty days, and indorse in full.

13. Write a sight draft for \$100, and accept.

14. Write a bank check for \$200.

15. Write a receipt in full for \$75.

CONSTITUTION OF THE UNITED STATES.

1. What were the colonial forms of government?

2. When, where and why did the First Continental Congress meet?

3. When and where did the Second Continental Congress meet, and what were some of its acts?

4. When were the Articles of Confederation finally ratified?

5. What led to the formation of the present Constitution?

6. What were some of the defects of the Confederative form of Government?

7. What were the objects of the framers of the present Constitution?

8. Name the departments of our government, and the powers of each.

9. Of what does Congress consist?

10. State the advantages of having two Houses of Congress.

11. What was the basis of taxation under the Confederation, and what is it now?

12. How is the representative population ascertained, and how often?
13. By what officer and in what manner is the census taken?
14. How many, and what are the modes in which a State may be entitled to representation?
15. What provision in regard to Territorial representation, and what privileges granted?
16. Who is the presiding officer of the Senate, and why?
17. What body has the power of impeachment, and what the power to try impeachment?
18. What is an executive session?
19. How many readings must a bill receive before being passed?
20. What is a veto?
21. How is a bill passed over a veto?
22. What is a tariff?
23. What are the duties of a Collector of Customs?
24. What is required of an author to obtain a copy-right?
25. What are the qualifications of the President and Vice President?

GRADUATES OF THE BOYS' HIGH SCHOOL.

Stanley Newsham,	Frank McLennan,	Robert Coulter,
Jacob Stern,	Frank Sumner,	Frank Pillings,
Abraham Benjamin,	Henry Coleman,	Henry Morton.

TEXT BOOKS.

Commercial Arithmetic, Crittenton's.	Book-Keeping, Bryant & Stratton's.
Algebra, Robinson's.	Commercial Law, Bryant & Stratton's.
Geometry, Robinson's.	Composition, Boyd's.
Trigonometry, Robinson's.	English Literature, Collier's.
Physical Geography, Warren's.	History, Willson's.
Physics, Wells'.	Vocal Culture, Russel's.
Chemistry, Wells'.	Constitution of United States, Sheppard's.
Zoology, to be selected.	Rhetoric, to be selected.
Botany, Gray's.	
Mineralogy, Dana's.	Physiology.

PROGRAMME OF EXERCISES IN BOYS' HIGH SCHOOL.

Time.	Mr. Bradley's Room.	Mr. Leonard's Room,	Mr. Sibley's Room.	Mrs. Atwood's Room.
9:00 to 9:15	Opening Exercises.	Opening Exercises.....	Opening Exercises.....	Opening Exercises.
9:15 to 10:15	Chemistry—First.....	Geometry—Second	{ Physical Geography } Division A { or Bookkeeping,..... }	{ Composition or..... } Division B. { History }
10:15 to 11:15	Physics—Second	{ Geometry or } First... { Trigonometry } { Commercial Arithmetic. } Div. A { or Algebra..... }	{ Physical Geography } Division B { or Bookkeeping,..... }	{ Composition or..... } Division A. { History }
11:15 to 12:00	{ Exercises in Botany or } Second. Experiments	Div. A or B	Vocal Culture—Division B or A	History of English Literature—1st.
12:00 to 12:30	Intermission	Intermission	Intermission	Intermission.
12:30 to 1:00	Exercises in Zoology—Third	Algebra—First	Commercial Law—Second.....	
1:00 to 1:30	{ Mineralogy or } 1st Division B. Physics	Algebra—Division A.....	{ Composition—First } { or Second—Bookkeeping..... }	{ Composition—Division B. { Composition—Second.
1:30 to 2:00	Physics—Division A.....	Algebra—Division B.....	{ Vocal Culture or } First.. { Composition }	{ Composition or..... } Second. { History }
2:00 to 2:30	{ History 2d, or } Mineralogy 1st	{ Commercial Arithmetic. } Div. B { or Algebra..... }	{ Bookkeeping or } Div. A or 1st. { Vocal Culture	Composition—Division A or 2d.

First, Second, and Third, indicate Classes. Division A, and Division B, indicate the two Divisions of the Third Class.

COURSE OF STUDY IN BOYS' HIGH SCHOOL.

First Year.—Commercial Arithmetic, Algebra commenced, Physical Geography, Physics commenced, Exercises in Zoology, Book-Keeping, Business Forms, Exercises in History, Composition, Vocal Culture, Declamation.

Second Year.—Plane Geometry, Physics, Exercises in Botany, Book-Keeping, Business Forms, Mercantile Law, Exercises in History, Exercises in English Literature, Rhetoric, Vocal Culture, Declamation.

Third Year.—Algebra and Geometry completed, Plane Trigonometry, Chemistry, Physiology, Exercises in Mineralogy, Constitution of United States and Science of Government, Exercises in Criticisms.

SAN FRANCISCO GIRLS' HIGH SCHOOL.

QUESTIONS IN EXAMINATION FOR GRADUATION, MAY, 1866—SENIOR CLASS.

ASTRONOMY.

1. Define the terms sensible and rational horizon. Why do these planes meet upon the concave arc of the heavens?
2. What is the meridian of a place? What are vertical circles? What is a prime vertical? Meaning of altitude, azimuth, and zenith distance of a star?
3. Illustrate the effect of refraction upon the position of a heavenly body. What would be its effect upon declination and right ascension to an observer at the equator?
4. How is the length of a sidereal day determined? Why is the solar day longer than the sidereal?
5. State the causes which produce the changes of the seasons. At the time of the northern summer solstice, where is it continual day, and where continual night?
6. Describe and explain the moon's phases. Why does the moon always turn the same face toward the earth?
7. Name the planets in the order of their respective distances from the sun. What is the distance of *Venus* from the sun? What its period time? Why does this planet present phases similar to those of the moon?
8. What are tides, and what causes them? Why are there no tides upon lakes?

9. How are the fixed stars classified? What is a constellation? What is the distance of the nearest fixed star from the earth?

10. What was believed to be the structure of the heavens before Copernicus presented his system? Explain the Copernican system.

ENGLISH LITERATURE.

1. Whose reigns are considered the Augustan eras of English literature? Mention four prominent authors of each.

2. Give the plan of the Canterbury Tales. Who wrote the Decameron? How are the Canterbury Tales superior to the Decameron?

3. Mention all the languages that have contributed words to the English language.

4. What are the characteristics of the Lake School of Poetry?

5. What is the office of Poet Laureate? Why so named, and when created?

6. Who is the Father of Romance, and what did he write?

7. What quality makes Shakspeare the greatest of all English poets?

8. Compare the effect of the Celtic on the English language, with the Tartar on the Russian, and the Moors' on the Spanish.

9. Give *noms de plumes* of Walter Scott, John Wilson, Richard Steele, William Thackeray, Joseph Addison.

10. Give the authors of the following works: Lalla Rookh, Absalom and Achitophel; English Dictionary, Othello, Every Man in his Humor, Guy Mannering, Evangeline, Our Mutual Friend, The Rhyme of the Ancient Mariner, Childe Harold.

GEOMETRY.

1. Prove that the opposite sides and opposite angles of any parallelogram are equal.

2. The area of a trapezoid is measured by one-half of the sum of its parallel sides, multiplied by the perpendicular distance between them.

3. If the vertical angle of a triangle be bisected, the bisecting line will cut the base into segments proportional to the adjacent sides of the triangle.

4. Prove that the sum of the two opposite angles of a quadrilateral, inscribed in a circle, is equal to two right angles.

5. When two secants intersect or meet each other without a circle, the angle thus formed is measured by one-half the difference of the intercepted arcs.

6. If two chords intersect each other, at right angles in a circle, the sum of the squares of the four segments thus formed is equivalent to the square of the diameter of the circle.

7. Required to find the side of a regular polygon of fifteen sides, which may be inscribed in a circle.

8. Two parallel chords in a circle were measured and found to be 20 feet each, and their distance asunder was four feet; what was the radius of the circle?

9. From the extremities of the base of any triangle, draw lines bisecting the other sides; these two lines intersecting within the triangle, will form another triangle on the same base. How will the area of this new triangle compare with that of the whole triangle?

10. If the hypotenuse of a right-angled triangle is 35, and the side of its inscribed square 12, what are its sides?

FRENCH GRAMMAR.

1. When is the past participle declined with verbs conjugated with *avoir*? Give the rules and examples.

2. When is the past participle declined with the verbs conjugated with *etre*? Rule and example.

3. Give the rules for the declension of the past participle with a verb in the *infinitive*. Examples.

4. Give the five rules for the place of objective pronouns in a sentence. Examples of each.

5. Four translations for the verb *servir*. Examples of each.

6. Give the *three roots* by which to form all *modes* and *tenses* in the French language.

7. *Convenir*: Two meanings for this verb; the different rules they obey under the two meanings. Examples.

8. *Qui* and *que*; their rules as pronouns, showing the difference between them. Examples.

9. *Donc*; *dont*. Difference between the words; rules of each. Examples.

10. When is *quelque* written as two words, and how declined? Examples.

CHEMISTRY.

1. What is an elementary substance ? How many elements are there, and how are they classified ?
2. State and illustrate the law of definite proportions ; of multiple proportions ; of equivalent proportions.
3. Explain the nomenclature of chemistry.
4. What are the properties of carbonic acid ? How can it be obtained ? What are its sources in the atmosphere ?
5. What is combustion ? Explain the combustion of wood ; of illuminating gas.
6. Name the heaviest metallic element ; the lightest. What are *ores* of metals ? What metals have no ores ? In what condition is silver found ?—iron ?—mercury
7. Are heat, light, and electricity chemical substances ? Illustrate their influence upon chemical composition and decomposition.
8. What is yeast, and how is it produced ? State the chemical changes involved in alcoholic fermentation ; also, in the "raising" of bread.
9. Explain the production of voltaic electricity. How does this form or mode of electricity differ from frictional electricity ?
10. Give the meaning of the following terms : Nascent state, emulsions, actinism, caoutchouc, humus, and isomeric.

MENTAL PHILOSOPHY.

1. To which class, simple or complex, do *abstract* ideas belong ? Explain the precise sense in which the term *complexness* is applied to mental states.
2. What is memory ? On what does it depend ? Mention two facts which confirm your last statement.
3. What is mental association ? Illustrate. What is meant by the laws of association ?
4. Write out, in full, the *primary* laws of association. Show in what way resemblance in the *effects* produced acts on the associating principle, and tell what this, in part, gives rise to in language.
5. Mention and define the two prominent marks of a good memory. Why do not men of philosophical minds usually possess a ready memory ?
6. What is habit, and to what may the term be applied ? State some of the effects of habit on sight.

7. What is meant by *original* and *acquired* perceptions? To which does the perception of distance belong, and why?

8. What is true of the visible magnitude of objects seen in a mist, and do they so appear?

9. Mention three great processes in which abstraction is employed.

10. Mention three things upon which success in reasoning depends. What is moral certainty?

GRADUATES OF THE GIRLS' HIGH SCHOOL.

Per Cent.	Per Cent.
Annie E. Stevens.....	97
Amelia Wells.....	97
Esther Goldsmith.....	96
Grace Chalmers.....	95
Adele C. Köhncke.....	95
Carrie A. Watson.....	92
Mary A. Haswell.....	92
Nellie M. Parker.....	91
Rebecca P. Paul.....	91
Elise M. Dames.....	92
Clara G. Dolliver.....	92
Caroline Pearce.....	90
Sarah F. Clark.....	87
Isabel Whitney.....	89
E. Le Breton Gunn.....	89
Ida E. Dickens.....	88
Lizzie Johnston.....	90
Mary A. F. O'Brien.....	88
Edwinna Perkins.....	85
Mary F. Caswell.....	84
Elizabeth C. Capprice.....	82
Helen E. Roeben.....	82
Sarah H. Mayers.....	83
Emma A. Morgan.....	81
Harriet P. Burr.....	80
Anna J. Perry.....	79
Annette L. White.....	78
Caroline May.....	77
Abby F. Sprague.....	76
Clara T. Bucknam.....	76
Adelaide B. Sawyer.....	72
Ella J. Morse.....	71
Augusta C. Robertson.....	67
Susie B. Cooke.....	65

EXERCISES FOR MONDAY AND WEDNESDAY.

9:00 to 9:10—Roll call and singing,

9:10 to 10:00—Geometry, Rhetoric, and Composition, Arithmetic and French,

10:00 to 10:55—Natural Philosophy, English Literature and Composition, Ancient History, Arithmetic and French.

10:55 to 11:05—Recess.

11:05 to 12:00—Geometry, Rhetoric and Composition, Ancient History, and Algebra.

12:00 to 12:45—Intermission.

12:45 to 1:00—Vocal Culture.

1:00 to 1:55—Reading, English Literature and Composition, French, Study, and Physical Geography.

1:55 to 2:05—Recess.

2:05 to 2:55—Reading, Drawing, Study.
2:55 to 3:00—Singing.

EXERCISES ON FRIDAY.

Same as on Monday and Wednesday up to 1 P.M.
1:00 to 1:55—Instruction in the Theory and Practice of Teaching, Physical Geography, and French.
1:55 to 2:05—Recess.
2:05 to 2:55—Reading, Botany, and Drawing.
2:55 to 3:00—Singing.

EXERCISES FOR TUESDAY AND THURSDAY.

9:00 to 9:10—Roll call and Singing.
9:10 to 10:00—Chemistry, Rhetoric and Composition, Arithmetic and French.
10:00 to 10:55—Natural Philosophy, English Literature and Composition, Ancient History, Arithmetic, and French.
10:55 to 11:05—Recess.
11:05 to 12:00—Chemistry, Rhetoric and Composition, Ancient History, Algebra and Study.
12:00 to 12:45—Intermission.
12:45 to 1:30—Vocal Music.
1:30 to 1:55—Vocal Culture or Astronomy.
1:55 to 2:05—Recess.
2:05 to 2:55—Reading, English Literature and Composition, Physical Geography, and French.
2:55 to 3:00—Singing.

COURSE OF STUDY IN GIRLS' HIGH SCHOOL.

Junior Class.—*Spelling, Writing, Arithmetic, and Grammar*, reviewed; Rhetoric; *Exercises in English Composition*; *Exercises in Zoology*; General History; Vocal and Physical Culture; Drawing; Vocal Music and Reading.

Middle Class.—Algebra; French (optional) begun; Natural Philosophy; English Literature; *English Composition*; *Exercises in Botany*; Drawing and Vocal Music, continued; Vocal and Physical Culture, continued.

Senior Class.—French, continued; Geometry, to Sixth Book; Mental Philosophy; Chemistry; *English Composition*; *Exercises in Criticism*; Vocal and Physical Culture; Vocal Music; Instruction in the Theory and Practice of Teaching (for training class); *Lectures on Astronomy*.

N. B.—Pupils are not required to purchase text books for the studies in *italic*.

TRAINING SCHOOL.

Principal.....Mrs. C. H. Stout.
First Assistant.....Mrs. P. C. Cook.
Second Assistant.....Miss Mary Heydenfeldt.

This school was organized in September, 1865, in the lower rooms of the building occupied by the State Normal School. Since that date the membership of the school has steadily increased until it now represents 275 pupils, for whose additional accommodation a new building of four rooms has been recently provided.

The management of the school is entrusted to one principal and two assistant teachers, who are all appointed by the City Board of Education.

With one exception, this is the only school of its kind on the coast, and as the object and plan of its organization are not yet well understood by our community, it may be of some interest to describe briefly the system of instruction and training in use.

As its title implies, the school is designed primarily for the training of Normal School students in the art of teaching. These are deputized to teach, each for one week at a time, and twice during the term, one of the six training classes. Before assuming charge of a class, the pupil teacher is required to spend a week in special preparation for her work. This she does usually by studying the course of study prescribed for the class, by inspecting the methods of teaching pursued by other teachers already plying their task, and by receiving the suggestions of the Principal in regard to the details of school management. For each of the six grades in the school there is provided a programme of recitations, which vary in length from ten to thirty minutes. The subject of each lesson in oral instruction is assigned by the Principal, and of this lesson an abstract must be prepared by the pupil teacher and be presented to the Principal for criticism, before the same be given to the class.

The subject of each lesson, the date of the recitation and the name of the teacher conducting it, are recorded by the Principal in a book provided for this purpose.

At the close of the week the Normal pupil makes out a report of the methods of teaching she has employed, and of the number and nature of the class exercises she has conducted, accompanying her report with such remarks pertinent to teaching as she may desire to

make. To this report the principal attaches her record of credits assigned to the teacher for her performance in the Training School. The aggregate of these credits forms one-third of the maximum or standard required for graduation in the State Normal School. The Principal and her two assistants, besides exercising a constant supervision of the work and directing the unskillful efforts of the pupil teacher, themselves illustrate the principles of pedagogy by an actual application in teaching.

The fear once expressed that the primary pupils of the school would suffer from the frequent change of teachers, all of whom were to be regarded as untried and inexperienced in teaching, has proved to be groundless. Whilst there is no doubt that an incalculable advantage has accrued from this school of practice to the Normal School, it must be admitted that no disadvantage has been entailed, whilst securing this benefit, upon the children who depend upon this school for the rudiments of knowledge. In proof of this assertion, it may suffice to state that this school has been subjected to the same examination as other schools in the city of like grade, and that it has never made less than eighty-five per cent. in the semi-annual examinations of primary schools held by the City Board of Education. This fact reveals a degree of proficiency on the part of the Training School not surpassed by any other primary school in the Department. Deprived of this experimental school, the Normal School would be wanting in one important requisite of success, and without its aid but few Normal graduates could ever aspire to any distinction as skillful instructors. To the Normal School the State even now looks for its regular supply of teachers. Should these instructors fail in any essential part of their professional duty, the children of our citizens must suffer the consequences of such failure. Upon the success of these teachers the Normal School rests its claims for public favor, whilst to the Training School, supported by the enlightened liberality of our Board of Education, must ever attach a large share of whatever honor the Normal School graduates may reflect upon their *alma mater*.

COSMOPOLITAN SCHOOL.

The Cosmopolitan School, from which those now existing have grown up, was organized on the fifteenth of October, 1865, in a wood-

en building on Tehama street, near First. The school was at that time under the principalship of Mrs. Ulrica Rendsburg; the number of pupils in attendance was at first twelve. One month later the school increased so that three teachers were necessary, there being 175 pupils enrolled. In April, 1866, the number of pupils in daily attendance was 475, divided into five classes, with an average of 95 pupils in each class. In July, 1866, there were in this school three grammar classes, with 158 pupils, and seven primary classes, with 352 pupils; or in all, ten classes, with 510 pupils. At the beginning of the term, in January, 1867, the school contained four grammar classes, with 137 pupils, and six primary classes, with 548 pupils, or ten classes, with 685 pupils. The original Cosmopolitan School has now been organized into two separate schools—a grammar and a primary, the former in charge of Mr. H. N. Bolander, as principal, and the latter in charge of Miss M. Graf, as Primary Principal, both Principals being supported by an able and efficient corps of assistants.

Since the above were organized the North Cosmopolitan School, on Filbert street, has been established, which has now twelve teachers, with — pupils.

RESULT OF THE SEMI-ANNUAL EXAMINATION OF THE PRIMARY CLASSES OF THE COSMOPOLITAN SCHOOL ON POST STREET.

Teacher.	Grade.	Number of Pupils.	Av. pr. ct.
Miller.....	9th.	71 (3 abs.)	74 ⁶⁴ ₆₈ .
Campbell.....	8th.	59 (5 abs.)	73 ⁸ ₅₄ .
Siegemann	8th.	59 (4 abs.)	69 ³⁶ ₅₅ .
York.....	7th.	73 (4 abs.)	76 ⁹ ₇₃ .
Coulon.....	7th.	(½ class) 34 (4 abs.)	62 ¹⁴ ₃₄ .
Coulon.....	6th.	(½ class) 22 (1 abs.)	77 ⁶ ₂₁ .
M'Laughlin.....	8th.	43	76 ²⁶ ₄₃ .
Smith.....	6th.	63	78 ⁸ ₆₃ .
Foster.....	5th.	57 (3 abs.)	71 ²⁹ ₅₄ .
Dejarlais	5th.	59 (4 abs.)	61.

COURSE IN GERMAN IN THE COSMOPOLITAN GRAMMAR SCHOOL, POST STREET.

Fifth Grade.—Ahn's German Method; Article; Gender; Noun; Number; Adjective; Comparison; Verb; Present; Past; Future; Subject, and Predicate. Syllabication; Punctuation: period, interrogation, and exclamation point.

Fourth Grade.—Ahn's German Method ; Parts of Speech ; Translating exercises completed ; Composition.

Third Grade.—Ahn's German Method completed ; Sentential elements ; Subject ; Predicate ; Object ; Adjective, and Adverbial elements ; Composition.

Second Grade.—Ahn's German Method ; Etymology and Syntax completed ; Amplification of the five sentential elements ; Read the History of the United States in German and Translate ; Composition.

First Grade.—English Grammar compared with the German and French Grammars ; History of these languages, and an outline of their literature ; Composition ; Philosophy of punctuation.

EXAMINATION OF TEACHERS—JUNE 3D TO 6TH, 1867.

QUESTIONS IN CONSTITUTION AND GOVERNMENT.

TEN QUESTIONS — FIVE CREDITS EACH.

1. How may vacancies in the representation of a State, in Congress, be filled ?
2. How far may the judgment of the Senate extend in cases of impeachment ?
3. How is each house of Congress restricted as regards the place to which it may adjourn ?
4. How may a bill become a law, notwithstanding the veto of the President ?
5. What are letters of *marque and reprisal* ?
6. What is the object of the writ of *habeas corpus* ?
7. Under what circumstances may one of the United States engage in war ?
8. In what two ways may amendments to the Constitution be proposed ?
9. When only can private property be taken for public use ?
10. In what suits shall the right of trial by jury be preserved ?

QUESTIONS IN ANATOMY AND PHYSIOLOGY.

PART I.—PRIMARY.—FIVE QUESTIONS—TEN CREDITS EACH.

1. Name the joints between the bones of the head. What bones form the frame work of the chest ? What does the chest contain ? The use of the clavicle ? Number of bones in the hand ?

2. Use of cartilage? What do ligaments do? What covers the bones? What oils the joints? What unites the muscles to the bones?

3. What is the hardest substance in the body? What moistens the food in the mouth? Name of the valve between the stomach and the intestines? What mingles with the food in the stomach? What is the food called when ready to leave the stomach?

4. What two fluids mix with the food in the intestines? What is the food called after mixture with these two fluids? What are the lacteals? Why so named? What is the object of digestion?

5. Name four organs of circulation. Color of the blood going from the heart. Why do arteries lie deep? What artery carries dark blood? Usual size of the heart?

PART II.—FOR SECOND AND FIRST GRADE CERTIFICATES.—FIVE QUESTIONS—TEN CREDITS EACH.

1. What is the great center of the nervous system? How many kinds of nerves? Name them. What organ has more nerves than any other? What organs have fewer nerves than any other?

2. Use of the lymphatics? Give the two physiological meanings of "secretion." Of how many parts is the blood composed? Name them. Name three different colors of blood, and as many classes of animals in which they may be found.

3. Name the organs of respiration. Difference between respiration and inspiration. Explain the action of the diaphragm in respiration. Name three things that influence animal heat. Where is the voice made?

4. How many humors has the eye? What gives the eye its color? Name the three coats of the eye. What glands make tears? Name three parts of the inner ear.

5. In what organ is the mind? By what means and how often would you ventilate a school-room? How would you secure and maintain erectness in your pupils? By what methods and how often would you exercise pupils? What has been, and what is the condition of your own health?

QUESTIONS IN HISTORY.

PART I.—PRIMARY.—TEN QUESTIONS—FIVE CREDITS EACH.

(Applicants for Third Grade Certificates take only the first part. Others take both.)

1. Name the navigators who made early voyages and explorations on behalf of France.
2. Say what you can of Bartholomew Gosnold.
3. Name three distinguished persons whom the "Mayflower" brought to America.
4. Give an account of "The Salem Witchcraft."
5. Give an account of "The Negro Plot" in New York.
6. Why did Quebec surrender to the English?
7. How was the execution of the "Stamp Act" prevented?
8. Why was Burgoyne compelled to surrender?
9. What was the last battle which Washington fought in person?
10. Give an account of Sherman's "March through Georgia."

PART II.—FOR SECOND AND FIRST GRADE CERTIFICATES.—TEN QUESTIONS—
FIVE CREDITS EACH.

11. Which of the New England Colonies formed a Union in 1643?
12. Give an account of the proceedings in Congress that led to the Declaration of Independence.
13. Give an account of "Shay's Rebellion."
14. When was "Jay's Treaty" made, and what did it accomplish?
15. Give an account of Perry's victory on Lake Erie?
16. Why did Texas declare herself independent of Mexico?
17. What were the more important terms of our treaty with Mexico, made at the conclusion of the Mexican War?
18. Mention two prominent events of Buchanan's administration.
19. When and where did National troops first invade a rebellious State?
20. Name the successive Union Generals-in-Chief, from the beginning to the end of the Great Rebellion.

QUESTIONS IN GEOGRAPHY.

TWO CREDITS EACH.

1. What is meant by mathematical geography? By physical geography? By political geography? Divide mankind into races, and tell which is next to the European in civilization. Which race is most numerous?
2. What is longitude? On what is it measured? Are the degrees of longitude all of the same length? Give the length of the

longest, and the length of the shortest. When are the days and nights equal all over the earth?

3. Describe a voyage from Canton to San Francisco, thence to Chicago, mentioning freight from port to port.

4. What is a tropic? Why so called? Where is the tropic of Capricorn supposed to be drawn on the earth, and why? Define climate? What circumstances determine the climate of a place?

5. What is the length of a radius, a diameter, and the circumference of the earth? Of what use will Russian America be to the United States in the way of productions?

6. What Grand Division affords most ready access to the interior? Which is the most compact? Which is most moist? Which is the hottest? Name the five principal cities in North America belonging to the British?

7. How many counties has California? Mention three that produce grain. Two with dairy products. Two that produce fruits. Which are noted for gold products? Which silver? Which quicksilver? Which coal?

8. Name five of the river systems of the world, the locality of each, and the longest river of each system.

9. What causes produce the monsoons, land and sea breezes, fogs and dews, trade winds? What is the reason that there is little or no rain in certain localities?

10. What is the native country of the camel, grizzly bear, kangaroo, opossum, hippopotamus, bird of paradise, ostrich?

QUESTIONS IN NATURAL PHILOSOPHY.

TEN QUESTIONS—TEN CREDITS EACH.

1. How would you illustrate the impenetrability of air?

2. A solid weighs four pounds in air, and four ounces in water; what is its specific gravity?

3. How was the unit of the French system of measures determined?

4. What principle does the hydrostatic bellows illustrate?

5. Explain the construction and use of the barometer.

6. What are the respective advantages of "high pressure" and "low pressure" engines?

7. Mention the several ways in which heat may be propagated, and give illustrations of each.

8. Mention all the different kinds of lenses, and state the effect of each upon rays of light transmitted through it.
9. How would you show that there are two kinds of electricity?
10. State wherein frictional electricity differs from chemical or galvanic electricity.

QUESTIONS IN PENMANSHIP.

FIVE QUESTIONS—TEN CREDITS EACH.

1. Write the alphabet of capital letters, the alphabet of small letters, the Arabic numerals and the Roman numerals.
2. Give four important rules for position, height, slope and distance of letters.
3. How would you classify an ungraded school of fifty pupils for writing lesson?
4. How often would you have writing lessons, and how long each lesson?
5. Write the following stanza in both coarse and fine handwriting:

All nature is but art unknown to thee;
 All chance, direction, which thou canst not see;
 All discord, harmony, not understood;
 All partial evil, universal good.

QUESTIONS IN THEORY AND PRACTICE OF TEACHING.

TEN QUESTIONS—TEN CREDITS EACH.

1. Define attention; state its relation to other mental faculties; tell how you would secure it in pupils.
2. How would you cultivate the judgment of form? of size? of color?
3. How would you cultivate readiness of memory?
4. How would you develop ease and exactness in the use of language?
5. How would you regulate whispering in a primary school, whose average age is from eight to ten years?
6. In what way and how far would you use the self-reporting system?
7. State the method in which you would conduct a recitation in beginning to teach fractions.
8. Give a brief outline of an object lesson on density.
9. How would you form a school library, and how use it in connection with studies?

10. How would you secure and maintain the acquaintance and co-operation of parents?

QUESTIONS IN ARITHMETIC.

PART I.—PRIMARY.

Write all the work, and the reason for each successive step in the solution.

1. What is the greatest common divisor of 96 and 128?
2. Reduce $\frac{3}{4}$ to a fraction whose denominator is 10.
3. Divide $\frac{4}{7}$ by $\frac{3}{8}$.
4. What decimal of a ton is 3 cwt. 12 drachms?
5. Divide three hundred and six thousand and one hundred and forty-four millionths by 9567.
6. How long will it take \$500 to gain \$10, if \$100 gain \$6 in one year? Perform by proportion.
7. Perform the sixth by analysis.
8. 25 per cent. of $\frac{1}{2}$ of a ship is how many per cent. of $\frac{3}{4}$ of it?
9. What is the amount of \$200.25 from July 4th, 1860, to Feb. 1st, 1863, at $7\frac{1}{2}$ per cent.?
10. What is the present worth of \$60, due three years hence, at six per cent.?

PART II.—FOR SECOND AND FIRST GRADE.—FIVE QUESTIONS—TEN CREDITS EACH.

11. Bought 50 barrels of flour at \$9 per barrel; but a part of it having been damaged, half of it was sold at a loss of ten per cent., and the remainder at \$9.50 per barrel. How much was lost by the operation?
12. A debt is to be paid $\frac{1}{3}$ down, $\frac{1}{4}$ in 6 months, $\frac{1}{6}$ in 8 months, and the balance in 12 months. If all the payments were converted into one, on what credit should it be?
13. What is the square root of 6241?
14. What is the cube root of 12326391? No explanation of this problem required.
15. Demonstrate the rule for finding the sum of an arithmetical series.

QUESTIONS FOR DEFINING.

[Two parts. Examinees to choose according to grade of Certificate sought.]

PART I. THIRD GRADE.—TWENTY-FIVE WORDS—TWO CREDITS EACH.

- | | | |
|---------------|-------------|--------------|
| 1. Dyspepsia. | 3. Define. | 5. Victuals. |
| 2. Equipped. | 4. Examine. | 6. Niche. |

- | | | |
|----------------|------------------|---------------|
| 7. Desk. | 13. Choose. | 20. Modern. |
| 8. Discipline. | 14. Certificate. | 21. Primary. |
| 9. Symbol. | 15. Indulge. | 22. Pulse. |
| 10. Business. | 16. Indolent. | 23. Purple. |
| 11. Spelling. | 18. Maintain. | 24. Quick. |
| 12. Report. | 19. Miscellany. | 25. Remember. |
| | 17. Conclusion. | |

PART II. SECOND AND FIRST GRADE.--TWENTY-FIVE WORDS--TWO CREDITS EACH.

- | | | |
|-------------------|-----------------|-----------------|
| 1. Pneumatics. | 9. Credentials. | 18. Illiterate. |
| 2. Pusillanimous. | 10. Raillery. | 19. Expiate. |
| 3. Incarnation. | 11. Hyperbole. | 20. Automaton. |
| 4. Pensile. | 12. Extempore. | 21. Rapacious. |
| 5. Inuendo. | 13. Ambiguity. | 22. Promotion. |
| 6. Deficiency. | 14. Demagogue. | 23. Litigant. |
| 7. Sycophant. | 15. Ingratiate. | 24. Tolerable. |
| 8. Autocrat. | 16. Relation. | 25. Biennial. |
| | 17. Satiate. | |

QUESTIONS IN SPELLING.

FIFTY WORDS--TWO CREDITS EACH--THE SAME FOR ALL GRADES.

- | | | |
|-------------------|------------------|---------------------|
| 1. Disppsy. | 18. Paregoric. | 34. Haynus. |
| 2. Ekwipt. | 19. Satellite. | 35. Fallayshus. |
| 3. Pareleogramme. | 20. Lezhurly. | 36. Embarrassment. |
| 4. Exchequer. | 21. Fusha. | 37. Sittadel. |
| 5. Tecknecle. | 22. Newmatticks. | 38. Discurredgment. |
| 6. Awdassety. | 23. Sikology. | 39. Irresponsible. |
| 7. Irrasseble. | 24. Saccharine. | 40. Coquetry. |
| 8. Suspicion. | 25. Sirringe. | 41. Efshent. |
| 9. Coajjuter. | 26. Amanyuencis. | 42. Caustic. |
| 10. Machination. | 27. Impressible. | 43. Maggasine. |
| 11. Dynasty. | 28. Dissiplin. | 44. Buisness. |
| 12. Escenshal. | 29. Criterion. | 45. Aristocratic. |
| 13. Vinyet. | 30. Lettis. | 46. Hemoridge. |
| 14. Vissera. | 31. Precocity. | 47. Volubility. |
| 15. Millishy. | 32. Cymbal. | 48. Extraordinary. |
| 16. Vittels. | 33. Tyranny. | 49. Privilege. |
| 17. Nitch. | | 50. Prejudis. |

QUESTIONS IN GRAMMAR.

CREDITS ONE HUNDRED—TEN EACH.

1. Write a sentence containing a verbal noun. One containing an infinitive used as a noun. The singular of "scissors," the plural of "salmon," the masculine of "witch."

2. "Both may succeed." What is "both"? "I both saw and heard him." What is "both"? "He lost his all." What is "all"? What is it generally? Write these two sentences as you think they should be, and explain the reason: "None has come." "H'aint you seen them men?"

3. Write two superlatives of "old." Write two superlatives of "late." Write two positives of "worst." Write two positives of "most." Write two comparatives of "little."

4. "Whatever you do, do well." What is "whatever"? "What! Have you come?" What is "what"? "The cow whom I bought died." Correct this sentence and tell why. Write the declension of "myself." Write the declension of "which."

5. What is "mode"? Is the infinitive properly called a mode? Tell what you think, and why. What is "voice"? Define "conjugation." "I intended to have done it." Is that sentence right or wrong, and why?

6. What is a phrase? A clause? A sentence? A paragraph? A chapter?

7. Write two imperfect past tenses of the following verbs: Bear; eat; ring; speak; work.

8. Write an impersonal verb. Define a proposition. Meaning of "modify." Meaning of "predicate." Meaning of "element."

9. Define "analysis"; "parsing." Correct these sentences and tell why: Let every one attend to their own business. Though thou art wise, you sometimes mistake. Who was not charmed with the music they heard?

10. Correct and explain: Time passed very quick; the nations hopes were blasted; this book is your's; she appeared beautifully. Define allegory and name examples.

QUESTIONS ON THE SCHOOL LAW OF CALIFORNIA.

TEN QUESTIONS—FIVE CREDITS EACH.

1. What are the powers and duties of the State Board of Education?

2. Name the text books adopted by the State Board.
3. What are the main topics which constitute a teacher's report? When and to whom should it be made?
4. At what time is the general election of School Trustees held? How long is their term of office? And how many are elected each year?
5. Upon what conditions are School Districts entitled to their *pro rata* of funds? Have teachers the right by law to expel pupils from Public Schools?
6. When disputes arise between teachers and Trustees, how are they to be settled?
7. With what apparatus and articles is each school required to be furnished?
8. How may a public school be supported when the money in the County Treasury is insufficient? How many months must a school be in session to lawfully claim the school funds?
9. What are the duties of District Clerks? How much money must each District reserve for libraries?
10. During what time is the teacher responsible for the behavior of scholars? Under what conditions can the Trustees legally levy and collect rate bills?

QUESTIONS IN ALGEBRA.

TEN QUESTIONS — TEN CREDITS EACH.

[Let all work appear upon the paper.]

1. Define co-efficient, exponent, term, reciprocal, and surd; and give illustrations of each.
2. Demonstrate that $a^0 = 1$.
3. Factor $a^5m - 9am^3$.
4. What number is that from which if 91 be subtracted, $\frac{1}{3}$ of the remainder will be equal to $\frac{1}{10}$ of the number?
5.
$$\begin{array}{l} x+y-z=1 \\ 8x+3y-6z=1 \\ 3z-4x-y=1 \end{array} \left. \right\}$$
 To find the value of x , y and z .
6. Find the product of $(4a^3x^{-2})^2$ and $(a^{-5}x^4)$.
7. What is the square root of $a^2b^{-2} - 10ab^{-1} + 27 - 10a^{-1}b + a^{-2}b^2$?
8. $x+16-3\sqrt{x+16}=10$. Find the value of x .
9.
$$\begin{array}{l} x+y=10 \\ \sqrt{\frac{x}{y}}+\sqrt{\frac{y}{x}}=\frac{5}{2} \end{array} \left. \right\}$$
 To find the value of x and y .

10. There are three numbers in geometrical progression, whose sum is 31, and the sum of the first and last is 26; what are the numbers?

EXAMINATION OF TEACHERS—DECEMBER 18TH TO 21ST, 1867.

ARITHMETIC.

PART I.—PRIMARY.—(WRITE THE OPERATIONS IN FULL.)

1. a. $.027 \times 100$. b. $3.978 \div 1000$. c. $\frac{2}{3} \div .5$. d. $.016 \div .000004$.
e. Reduce $\frac{3}{8}$ to a decimal.

2. a.
$$\left(\frac{\frac{3\frac{1}{2}}{11} \times \frac{1\frac{7}{9}}{4} \times \frac{4\frac{2}{5}}{4.8}}{36} \right) \div \left(\frac{\frac{2\frac{1}{3}}{4\frac{1}{8}} \times \frac{4\frac{1}{4}}{1\frac{8}{9}}}{?} \right) = ?$$

- b. If A and B can do a piece of work in 5 days, and A alone can do it in 7 days, in how many days can B alone perform it?

3. a. One side of a triangular field measures 117 rods—the second side 207 rods, and the third 153. How long is the longest pole that will exactly measure each side, and how many times is its length contained in that of each side? b. At 22.50 per thousand, what cost 975 feet of boards? c. $2\frac{3}{4} + 3\frac{7}{8} + 8\frac{4}{5} + 9\frac{1}{2} + 6.4 = ?$

4. a. If six men can dig a trench 40 feet long, in 8 days of 10 hours each, how many days will it take ten men to dig a trench 70 feet long, working 12 hours a day? Perform by proportion. b. Perform the same by analysis.

5. a. What is the interest on 548 dollars, for 2 years, 5 months and 20 days, at $7\frac{1}{2}$ per cent. per annum? b. What is the interest on 548 dollars, for 7 months and 17 days, at $1\frac{1}{2}$ per cent. per month?

PART II.—GRAMMAR.—(WRITE THE OPERATIONS IN FULL.)

6. a. If your gain is 20 per cent. of the cost, what per cent. of the selling price is it? b. If your gain is 20 per cent. of the selling price, what per cent. of the cost is it? c. Bought a watch for \$100, how much must I ask for it that I may fall $12\frac{1}{2}$ per cent. from my asking price, and yet make $16\frac{2}{3}$ per cent. on the original cost?

7. What is the difference between the *bank* discount and the *true* discount on \$500, for 8 months and 9 days, at 2 per cent. per month?

8. A merchant bought goods to the amount of 850 dollars, and gave his note, July 1st, 1860, on interest, after two months, at 6 per cent.—four months after the note was given, he paid \$400, and six

months after the first payment, he paid \$360—what was due September 19th, 1862?

9. *a.* Jones sends \$800 to a broker. The broker, after deducting his commission of 4 per cent., invests the balance in stock. He afterwards sells the stock at an advance of 20 per cent., receiving a commission of 2 per cent. How much should Jones receive? *b.* A owes \$1,500, of which \$400 is due in 4 months; \$500 in 5 months, and \$600 in 6 months. If he pays the whole at once, in how many months must he make the payment?

10. *a.* What is the square root of 3, to three decimal places? *b.* What is the cube root of 2, to three decimal places?

QUESTIONS ON THE THEORY AND PRACTICE OF TEACHING.

TEN QUESTIONS—TEN CREDITS EACH—ONE HUNDRED CREDITS.

1. What are the objects of punishment?
2. For what offenses would you inflict corporal punishment, and how would you inflict it?
3. What do you understand to be the "Self-Reporting System"? What do you think of it? Why?
4. For what offenses would you expel pupils from school?
5. How would you conduct review lessons?
6. How often would you have written examinations? What is the benefit of such examinations?
7. Would you keep an accurate daily record of recitation? How would you keep it?
8. How would you teach English composition?
9. In an ungraded school of from forty to fifty pupils, what general exercises would you have?
10. Write ten rules, such as you would enforce in school.

QUESTIONS IN ANATOMY AND PHYSIOLOGY.

PART L—PRIMARY.—TWENTY-FIVE QUESTIONS—TWO CREDITS EACH.

1. *a.* How many bones in the skull? *b.* Number of bones in the trunk? *c.* Name two important organs in the chest? *d.* How many bones in both hands? *e.* Name the bones between the knee and the ankle?
2. *a.* What covers the ends of the bones at the joints? *b.* Name the membrane that surrounds the bones. *c.* The temporary teeth number how many? *d.* Name four digestive organs. *e.* How many salivary glands?

3. *a.* What is the largest gland in the body? *b.* Name the kinds of valves in the heart. *c.* Name four circulatory organs. *d.* What vessels remove waste particles? *e.* What are the chief agents of secretion?

4. *a.* Name the parts of the blood. *b.* Name four organs of respiration. *c.* What is the color of the lungs? *d.* Name the membrane that surrounds the lungs. *e.* Name of the partition between the respiratory organs and the digestive organs.

5. *a.* What changes the blood to a dark color? *b.* What changes dark blood to a light color? *c.* Name the gases that compose common air. *d.* Name the principal instrument of voice. *e.* Name of the space between the vocal chords.

PART II.—GRAMMAR.—TWENTY-FIVE QUESTIONS—TWO CREDITS EACH.

1. *a.* Name the layers of the skin. *b.* Name the kinds of perspiration. *c.* Name four parts of the nervous system. *d.* Name the parts of the brain. *e.* Name the senses.

2. *a.* What is the principal organ of taste? *b.* Name the nerve of smell. *c.* The eye has how many coats? *d.* Name the coats of the eye. *e.* Name the humors of the eye.

3. *a.* What is the white of the eye? *b.* What part gives color to the eye? *c.* Which humor occupies most space in the eye? *d.* Name the nerve of vision? *e.* Name the gland which makes tears.

4. *a.* How many and what are the parts of the ear? *b.* Name the tube between the ear and the throat. *c.* Name the nerve of hearing. *d.* What is the best time for study? *e.* How often, and in what manner, would you exercise primary pupils?

5. *a.* How often and by what means would you ventilate a school-room? *b.* How would you secure erect sitting and standing in pupils? *c.* Do you think it physiologically right to require pupils to fold their arms behind, and why? *d.* What exercises would you employ to develop the lungs? *e.* What has been and what is the condition of your own health?

QUESTIONS IN HISTORY.

PART I.—PRIMARY.—TEN QUESTIONS—FIVE CREDITS EACH.

1. When was the eastern coast of North America first explored?
2. Write what you can of Lord Culpepper?

3. How did New England get its name ?
4. Who first attempted the establishment of a colony in South Carolina ?
5. What was the result of the French and Indian war ?
6. What invasion of the United States, from the North, in 1777 ?
7. Mention three important battles of the Revolutionary war, and state the consequences of each ?
8. What caused the war with Algiers ?
9. What was the most important event of Polk's administration ?
10. Name the Presidents who have been elected since 1850.

PART II.—GRAMMAR.—TEN QUESTIONS—FIVE CREDITS EACH.

1. Name some of the principal events in American history, between 1492 and 1562.
2. Give an account of Raleigh's attempt to establish settlements on this continent.
3. Write what you can of Andros.
4. Give some account of Roger Williams.
5. Write what you can of naval operations during the Revolution.
6. Give an account of Franklin.
7. Write what you can of the Seminole wars.
8. Name some of the principal events connected with the early history of Pennsylvania.
9. Name the Presidents who have served eight years.
10. Mention an important event in each of the first four Presidential administrations.

QUESTIONS IN PENMANSHIP.

FIVE QUESTIONS—TEN CREDITS EACH.

Questions the same as at the June examination.

QUESTIONS ON THE CONSTITUTION AND GOVERNMENT.

1. What is the purpose of a written constitution ?
2. What is the office of civil government ?
3. What is the object of separating the officers of government into independent departments ?
4. Why should a legislature consist of two bodies ?
5. How is a vacancy in the Senate filled ?
6. What does the Constitution provide respecting capitation taxes ?

7. Why does the Constitution provide that the President shall be elected by electors chosen by the people?

8. What is the purpose of oaths of office? Do you think they fulfil their purpose?

9. How may the Constitution be amended?

10. Define *habeas corpus*—*attainder*—*ex post facto law*—*indictment*—and *common law*.

QUESTIONS IN ALGEBRA.

1. Divide a^3+x^3 by $a-x$.

2. Find the least common multiple of x^3-x , x^3-1 and x^3+1 .

3. Demonstrate the rule for transposing the terms of an equation.

4. Given $\frac{x+1}{2} + \frac{x+2}{3} = 16 - \frac{x+3}{4}$, to find the value of x .

5. Divide \$462, between two persons, so that for every dime which one receives, the other may receive a dollar.

6. Mention the different methods of elimination and give an example of each.

7. Given $\frac{4}{x} - \frac{4}{y} = 1$, and $\frac{4}{x} - \frac{2}{y} = 1\frac{1}{2}$ to find the values of x and y .

8. What is the meaning of the expression $\frac{a}{o}$? Demonstrate the propriety of that signification.

9. Find the value of the expression $(-c^9d^8m^4)^5$.

10. Given $x_2^3+y_2^3=3x$, and $x_2^{\frac{3}{2}}+y_2^{\frac{3}{2}}=x$, to find the values of x and y .

QUESTIONS IN GRAMMAR.

CREDITS ONE HUNDRED.—FIFTY QUESTIONS—TWO CREDITS EACH.

1. Define—*a*. Gender. *b*. Person. *c*. Case. *d*. Voice. *e*. Scanning.

2. Define—*a*. A word. *b*. A phrase. *c*. A proposition. *d*. A clause. *e*. A sentence.

3. Write—*a*. The rule for doubling a final consonant. Define—*b*. Penult. *c*. A part of speech. *d*. Inflection. *e*. Conjugation.

4. Tell what part of speech the italicized word is in each of the following:—*a*. The *class* recites. *b*. He hurt himself by *running*. *c*. She loves *herself* best. *d*. He has such friends *as* every one would wish. *e*. I try to answer *whatever* you ask.

5. Tell what part of speech the italicized word is in each of the following :—*a.* Some are stupid, *others* lazy. *b.* Tell me *what* truth is. Correct the following :—*c.* Either of these forty examinees ought to answer every question. *d.* The two subjects are not related to one another. *e.* Everybody has their faults.

6. Write the masculine or the feminine of each of the following :—*a.* Filly. *b.* Hart. *c.* Francis. *d.* Madam. *e.* Lawyer.

7. Write the plural of—*a.* Flagstaff. *b.* Fish. *c.* 5. *d.* Crisis. *e.* Genus.

8. Write two forms of the past tense for each of the following verbs :—*a.* Cleave. *b.* Dare. *c.* Seethe. *d.* Swim. *e.* Thrive.

9. Write each of the following sentences as it should be :—*a.* “An idler is a watch that wants both hands ; as useless when he goes as when he stands.” *b.* I never like these sort of things. *c.* Every five score make a hundred. *d.* His talents, not his wealth, gives him power. *e.* I hoped to have succeeded better.

10. Name the figure used in each of the following sentences :—*a.* “The swallow sings sweet from her nest in the wall.” *b.* She drank one cup alone. *c.* “O grave ! where is thy victory ?” *d.* “Away they went, pell-mell, hurry-skurry.”—IRVING. *e.* What is the difference between metaphor and allegory ?

QUESTIONS IN NATURAL PHILOSOPHY.

1. To what is capillary attraction due ?

2. What is the law of terrestrial gravitation ?

3. What must be the length of an inclined plane whose height is twelve feet, that a power of fifty pounds may balance a weight of four hundred pounds ?

4. What principle is illustrated in the operation of the hydrostatic press ?

5. The rapidity with which a liquid flows from an orifice depends upon what ?

6. A body weighs 12 oz. in air, 10 oz. in water, and $10\frac{1}{2}$ oz. in alcohol. What is the specific gravity of the alcohol ?

7. What is the use of the hydrometer ? How is it constructed ?

8. What principle of optics does the stereoscope illustrate ?

9. To what purposes are high-pressure and super-heated steam respectively adapted ?

10. How may magneto-electricity be developed ?

QUESTIONS IN GEOGRAPHY.

TWO CREDITS EACH, UNLESS OTHERWISE STATED.

1. *a.* Define latitude and longitude. *b.* What is the latitude and longitude of San Francisco? *c.* Which is farther north, San Francisco, or Washington? *d.* Montreal, or London? *e.* How many degrees is it from the Tropic of Capricorn to the Arctic Circle?

2. *a.* Name the four most important causes affecting climate. *b.* Name the different races of men, in the order of their number, or population? *c.* To what race do the Arabs belong?—the Turks? *d.* Which differ most in length, degrees of latitude or longitude? and why? *e.* Two vessels leave New York, and sail round the world, one going east and the other west; they return to port the same day, and find the people keeping Sunday. What day is it to each of them?

3. *a.* What is the approximate area of the United States, and how many States and Territories does it contain? *b.* Into what natural groups are the States divided? Name them. *c.* Bound Tennessee. *d.* Name the States bounded, wholly or in part, by the Mississippi River. *e.* Name the principal rivers of the Pacific States.

4. *a.* Name, in order, the seas and gulfs around Europe, commencing at the North. *b.* Bound Spain. *c.* Name three important seaports of Russia. *d.* Name the three largest islands in the world, not including Greenland or New Holland. *e.* which is farther west, New York or Valparaiso?

5. *a.* Name the five principal river-systems in the world. *b.* Name the principal rivers of each. *c.* Where is Civita Vecchia? St. Thomas? *d.* Bound the Territory of Alaska. Bound California. *e.* What bodies of water and what countries does the Tropic of Cancer cross?

6. *a.* Why is it warmer at Sitka than in the same latitude on the Atlantic Coast? *b.* What causes the Trade Winds? *c.* Describe them, stating where and which way they blow. *d.* Describe the principal Oceanic Currents. *e.* Which has the greater influence on the tides—the sun or moon? and why?

7. *a.* Why does more rain fall in the valley of the Amazon, than in the valley of the Mississippi? (4 Credits.) *b.* In California than in Peru? (3 Credits.) *c.* In Norway than in New England? (3 Credits.)

8. Draw a map of the Mediterranean Sea, showing the principal rivers emptying into it, and naming the countries on its shores. (10 Credits.)

9. Name all the countries of South America, and the principal river of each. (10 Credits.)

10. *a.* Name ten important sea-ports of Europe. (5 Credits.)
b. Should you sail in the ship *Ohio*, from Calcutta to Detroit, through what waters and near what cities would you pass? (5 Credits.)

QUESTIONS IN DEFINING.

TWENTY-FIVE WORDS—TWO CREDITS EACH—FIFTY CREDITS.

- | | | |
|-----------------|-----------------|----------------|
| 1. Flagitious. | 10. Epigram. | 18. Concede. |
| 2. Obsolete. | 11. Diagram. | 19. Aviary. |
| 3. Translucent. | 12. Contravene. | 20. Specious. |
| 4. Incendiary. | 13. Burglar. | 21. Transmute. |
| 5. Impromptu. | 14. Autograph. | 22. Undulate. |
| 6. Latent. | 15. Feasible. | 23. Glossary. |
| 7. Panoply. | 16. Ruminant. | 24. Gazetteer. |
| 8. Pantheist. | 17. Avouch. | 25. Dietetics. |
| 9. Mausoleum. | | |

GENERAL DIRECTIONS.

FOR BOTH EXAMINATIONS.

1. Keep this paper for your own use during the examination.
2. On the blank side of each of the cards given to you, write your name in full, with your Postoffice address; keep one card to enable you to remember your number in the examination, and return the other to the examiners.
3. Fold your papers as directed, and write across the back your *number*—not your name—and the name of the study for which the answers are made.
4. Fold the printed questions with your answers. No credits will be allowed on any paper with which the printed questions are not returned.
5. Write on one side only of each half-sheet, and number the written pages.
6. Divide your answers into paragraphs, and write in a legible hand.
7. Any deficiencies in neatness of folding, legibility of writing,

correctness of spelling, punctuation, and capital letters, subject the examinee to deduction of credits.

8. No communication, either by signs or by whispering, will be allowed. The papers of any persons so offending will be thrown out of the examination.

9. No reference to books allowed during time of examination.

10. No extra time will be allowed to persons who are late, unless they are detained by sickness.

11. No persons absent during the examination in any one study, will be allowed to pass examination in that study, unless they were necessarily absent on account of sickness.

12. If you find questions which you cannot answer, pass them, and answer such as you can.

13. Number all answers to correspond with the questions and subdivisions of questions.

14. Make your answers clear, definite, exact, and complete.

15. If you do not understand the meaning of a question, signify it by raising your hand.

16. Read each set of questions through before you begin your work.

17. After you have completed a paper, examine it carefully with reference to spelling, capitals and punctuation.

GENERAL QUESTIONS.

1. Write your name in full; number in examination; nativity; place of residence.

2. In what schools were you educated, and how long did you attend each?

3. At what places, in what kind of schools, and how long have you been engaged in teaching?

4. What certificates do you hold?

5. What references in respect to teaching?

6. What letters or references in respect to moral character?

7. To what extent can you teach drawing?

8. Can you sing? Can you teach music by note?

9. Do you play upon any musical instrument?

10. Have you had any experience in teaching gymnastics or calisthenics?

GRAMMAR SCHOOL EXAMINATION, JUNE, 1867.—FIRST GRADE.

QUESTIONS IN SPELLING, BY DICTATION.

FIFTY QUESTIONS—ONE CREDIT EACH.

- | | | |
|--------------------|------------------------|------------------------|
| 1. Pa-geant. | 18. Griev-an-ces. | 35. E-quip-ped. |
| 2. Mus-tache. | 19. O-bei-sance. | 36. Un-be-lief. |
| 3. Fea-si-ble. | 20. Ex-che-quer. | 37. Lab-y-rinth. |
| 4. Il-lit-er-ate. | 21. Loathe. | 38. Pneu-mat-ic. |
| 5. Deceitful. | 22. Ex-hil-er-a-ted. | 39. Par-al-lel-o-gram. |
| 6. Sus-pi-cion. | 23. Sei-zes. | 40. In-ter-sperse. |
| 7. En-dea-vor. | 24. Am-a-teur. | 41. Tech-ni-cal. |
| 8. Re-prieve. | 25. Grizz-y. | 42. A-que-duct. |
| 9. Sim-i-lar-i-ty. | 26. In-veighed. | 43. Pan-e-gyr-ic. |
| 10. Col-league. | 27. Ir-re-triev-a-ble. | 44. Quer-u-lous. |
| 11. Co-ad-ju-tor. | 28. Im-pell ed. | 45. Di-aer-e-sis. |
| 12. Cir-cuit. | 29. Em-bar-rass-ment. | 46. De-ceive. |
| 13. Sal-a-ry. | 30. Con-de-scen-sion. | 47. La-bel-ing. |
| 14. Aide-de-camp. | 31. Ap-pall-ed. | 48. Ac-com-pan-i-ment |
| 15. Ac-ces-sion. | 32. I-ras-ci-ble. | 49. Pier-ces. |
| 16. Pie-ces. | 33. Pac-i-fi-ed. | 50. Ac-ces-so-ry. |
| 17. Par-a-site. | 34. Su-per-sede. | |

QUESTIONS IN GEOGRAPHY.

TWENTY-ONE QUESTIONS—FIVE CREDITS EACH.

1. Give the name of each of the tropics and polar circles.
2. At what distance from the equator is each situated?
3. Why are they so situated?
4. What are meridians?
5. What is the equator of the earth?
6. Define and name an instance of the following: Peninsula, Channel, Isthmus, Estuary, and Plateau.
7. Give the dimensions of the State of California.
8. State how the counties of California may be grouped.
9. Tell to which group each of the following counties belongs, and in what part of the State each is situated: Santa Cruz, Calaveras, Yuba, Contra Costa and Del Norte.
10. Draw an outline map of the United States, and locate the Mississippi, Missouri, Ohio, Hudson, and Columbia rivers; also, cities, New York, St. Louis, Boston, New Orleans, and Cincinnati.

11. Bound Ohio and Montana.
12. In what zone is the greater part of Mexico?
13. What is the characteristic occupation of the inhabitants of Mexico?
14. To what government does the Isthmus of Panama belong? and what gives it its present importance?
15. Where are the cities of Para and Rio Janeiro situated? and what is the principal article of export of each?
16. What is the character of the coast line of Europe?
17. What is the most densely populated country of Europe? and what is its capital?
18. What are the two principal rivers of the Chinese Empire?
19. What is exported to San Francisco from the largest group?
20. Describe the Amazon River.
21. Of how many States and Territories does the United States consist?

QUESTIONS IN GRAMMAR.

TEN QUESTIONS—FIVE CREDITS EACH.

1. When does a proper noun become a common noun?
2. In what different ways is a noun or pronoun used independently?
3. When are the endings *er* and *est* preferred in the comparison of adjectives?
4. Which are the principal parts of a verb, and why are they so called?
5. When a subject or antecedent consists of words that differ in person, how do you determine the person of the verb or pronoun?
6. For what purpose is the auxiliary participle *being* used?
7. How many and what infinitives are there in both voices?
8. Mention the chief particulars in which participles and infinitives agree.
9. When should the adverb be used? and when the adjective?
10. Write three sentences illustrating different constructions of the word *that*.

TEN QUESTIONS—TEN CREDITS EACH.

11. In the sentence, He thought it an honor to do so; parse *it*, *honor*, and *to do*.
12. In the sentence, Let us be watchful of our liberties; parse the verb, adjective, and preposition.

13. Analyze the following sentence : My impression is that you will succeed.

14. Analyze the following : He was known to have assisted the editor.

15. Analyze the following : As you sow, so shall you reap.

16. Correct the following, and give the reason for the correction : My father presented me with a new knife. If I mistake not, I think I have seen you before.

17. San Francisco is the other side the Rocky Mountains. There is no man knows better how to make money.

18. We were shown a sweet-potato that weighed fifteen pounds. Bond's and Allen's store is the next one above us.

19. The law is inoperative, which is not right. I was afraid I would lose my money.

20. I shall neither depend on you nor on him. It is our duty to protect this government and that flag from every assailant, be they whom they may.

QUESTIONS IN ARITHMETIC.

FIFTEEN QUESTIONS—TEN CREDITS EACH.

Write operations in full, or no credit will be given.

1. Divide the product of $144 \times 64 \times 10 \times 108 \times 36$ by $24 \times 32 \times 12 \times 4$.

2. What is the greatest common divisor of 96 and 544?

3. What is the least common multiple of 84, 100, 224, and 300?

4. $12\frac{1}{2}$ less $\frac{\frac{2}{3} \text{ of } 3\frac{3}{4}}{\frac{5}{7}}$ is $\frac{1}{5}$ of $\frac{5}{6}$ of what number?

5. What will be the cost of plastering a room 20 feet long, 18 feet wide, and 9 feet high, at 25 cents a square yard?

6. What is the sum of $\frac{3}{5}$ of a mile, $\frac{3}{4}$ of a yard, and $\frac{3}{4}$ of a foot?

7. Reduce 27 min. and $40\frac{7}{10}$ sec. to the decimal of a day.

8. Required the interest of \$300, from January 14th, 1865, to May 20th, 1867, at $1\frac{1}{2}$ per cent. a month.

9. Sold a carriage for \$140, which was 30 per cent. below cost; what would I have received had I sold it for 40 per cent. above cost?

10. A man purchases stores at a cost of \$12,000, and receives for them an annual rent of \$2,400: what monthly per cent. does he receive on the investment?

11. January 1st, 1867, I find myself indebted to John Smith in

sums as follows: \$650, due in 5 months; \$725, due in 10 months; and \$500 due in two months: at what date may I settle by giving my note on interest for the whole amount?

12. If I borrow \$500 and keep it 1 year and 7 months, for how long a time should I lend \$240 as an equivalent for the favor?

14. Solve by proportion: If 10 men will mow 40 acres of grass in 12 days of 5 hours each day, how many men will be required to mow 60 acres in 2 days, working 9 hours each day?

14. Solve by compound proportion: B's age is $1\frac{1}{2}$ times the age of A, and C's is $2\frac{1}{10}$ times the age of both, and the sum of their ages is 93: what is the age of each?

15. Solve by analysis: Five boys divide 50 marbles between them, in the proportion of 4, $1\frac{1}{4}$, 1, $\frac{1}{2}$, $\frac{1}{4}$: how many had each?

QUESTIONS IN ANALYSIS.

TWENTY-FIVE QUESTIONS—FOUR CREDITS EACH.

1. Define *abs* and *bene*.
2. Write words containing *e* and *retro*.
3. Define the words just written.
4. Define *introversion* and *preterit*.
5. Define *apogee* and *chirography*.
6. Define *dys* and *entomo*.
7. Write words containing *helio* and *litho*.
8. Define these words.
9. Define *osteology* and *philology*.
10. Write words containing *syl* and *peri*.
11. Define the words just written.
12. Write two words containing Saxon prefixes.
13. Write two words having the prefix *anti*.
14. Define *omnipotent* and *equilateral*.
15. Define the suffixes *ment* and *ferous*.
16. Write words containing the suffixes *ose* and *ism*.
17. Define *mandatory* and *asteroid*.
18. Define the suffixes in *drunkard* and *vesicle*.
19. Give some rule concerning the omission of final *e*.
20. Give two examples in which *ie* final is changed into *yz*.
21. Form two derivatives from *unite* by the use of prefixes.
22. Form two derivatives from *method* by the use of suffixes.

23. Define the suffixes in *learned* and *alarming*.
24. Mention two or more suffixes characteristic of verbs.
25. Mention two or more suffixes characteristic of adjectives.

QUESTIONS IN NATURAL PHILOSOPHY.

TWENTY QUESTIONS—FIVE CREDITS EACH.

1. What is Matter ?
2. Explain the difference between the attraction of cohesion and the attraction of gravitation.
3. What is Inertia ?
4. What forces act upon a body thrown horizontally ?
5. Define Tenacity.
6. What causes the pendulum of a clock to vibrate ?
7. Give examples of a lever of the second kind.
8. What is Friction ?
9. Of what use is friction to man ?
10. State how water is used as a mechanical power.
11. Of what use is the barometer ?
12. Explain its construction.
13. What causes sound ?
14. How is the sound of the human voice produced ?
15. What is the nature of heat ?
16. How can it be shown that one substance conducts heat better than another ?
17. When is light refracted ?
18. What effect have convex lenses upon light ?
19. What is the centre of gravity of a body ?
20. Name the colors which enter into the composition of light ?

QUESTIONS IN PHYSIOLOGY.

TWENTY-FIVE QUESTIONS—SIX CREDITS EACH.

1. How is the blood changed after it has been used ?
2. How and from what does the mind receive messages ?
3. Of what two parts are bones composed ?
4. What is the difference between the bones of the old and those of the young, in regard to composition ?
5. By what are the bones bound together ? By what moved ?
6. What do the three great cavities of the body contain ?

7. What is mixed with the food in the stomach ?
8. What is done with the food in the intestines ?
9. Describe the different kinds of teeth in man.
10. What is the office of the gall-bladder ?
11. Describe the way in which the chyle gets into the blood ?
12. What are the capillaries ?
13. What is the reason for the different situation of the arteries and veins ?
14. Explain what the pulse is ?
15. What is done to the blood in the capillaries ?
16. Are the two sides of the heart as separate as if they were two hearts ?
17. Where can you best hear the sounds of the heart ? Why ?
18. About how many times does the heart beat in a minute ?
19. Describe the way in which the repairing of the body is done ?
20. How do we know that the nerves are the means of communication between the mind and the different parts of the body ?
21. What are the three principal purposes that the bones answer ?
22. What two purposes do the tears serve ?
23. Trace the transmission of a vibration inward from the drum of the ear.
24. What is the most important part of the apparatus of hearing ?
25. What are the proofs that the mind has its seat in the brain ?

QUESTIONS IN HISTORY.

TWENTY QUESTIONS—FIVE CREDITS EACH.

1. When was the eastern coast of North America first explored ?
2. What causes operated to produce a spirit of rebellion among the people of Virginia during Berkley's administration ?
3. In what way did Massasoit show his friendship toward the whites ?
4. What intolerance was shown toward Roger Williams ?
5. Give an account of the Pequod War.
6. Give an account of King Philip.
7. In what way was Queen Anne's War brought about ?
8. Of what province was New Jersey once a part ?
9. What parties were involved in the French and Indian War ?
10. Why was Fort Necessity so named ?
11. What was the result of the French and Indian War ?

12. What was asserted by the British ministry as a reason for taxing the colonies?
13. Give an account of the Boston massacre?
14. Who were the Hessians?
15. Give a brief account of the battle of Princeton.
16. Mention two important effects of Burgoyne's surrender.
17. Why did Cornwallis take a position at Yorktown?
18. When did the British evacuate New York?
19. When did Washington commence his second term of office?
20. What vessel captured the British frigate Macedonian?

SECOND GRADE.

QUESTIONS IN ARITHMETIC.

FIFTEEN QUESTIONS—TEN CREDITS EACH.

1. Define a unit, an integer, an abstract number, a concrete number, and notation.
2. Change the following numbers from the Roman to the Arabic notation: CLXXXIII, CDXXXII, DCXIX, VMDCCXLIX, and MDXXVCDLXXXIX.
3. Write a number containing 9 units of the 8th order, 6 of the 7th, 3 of the 5th, 7 of the 4th, 9 of the 1st.
Write 4 units of the 10th order, 6 of the 8th, 4 of the 7th, 2 of the 5th, 3 of the 3d, 5 of the second, one of the 1st.
4. From 1274 subtract 895, and explain the two methods.
5. Multiply 87034 by the prime factors of 105.
Multiply 4720 by 250000; contracted operation.
6. Divide 34712 by the prime factors of 42, and find the true remainder.
7. What is the greatest common divisor of 200, 625, and 150?
What is the greatest common divisor of 1313 and 4108?
8. Find the least common multiple of 4, 16, 20, 48, 60, and 72.
9. Change $\frac{1512}{81}$ to a mixed number.
Reduce $\frac{125}{436}$ to a fraction whose denominator is 3488.
10. Add $\frac{9}{48}$, $\frac{11}{16}$, $1\frac{1}{8}$, 3, and $\frac{17}{24}$.
11. Find the value of the question, $14\frac{2}{7}$ less $\frac{1}{2}$ of $8\frac{2}{5}$ is $\frac{2}{3}$ of $\frac{7}{9}$ of what number.
12. Reduce .0008 to a common fraction.
Reduce $\frac{3}{800}$ to a decimal.

13. Multiply .23 by .009.
Divide .003753 by 625.5.
14. If 154 bus. 1 pk. 6 qts. cost \$173.74, how much will 1.5 bushels cost?
15. How many cubic inches will a bin contain that is $7\frac{1}{2}$ feet square and 8 feet 8 inches deep?

QUESTIONS IN GEOGRAPHY.

TEN QUESTIONS—TEN CREDITS EACH.

1. How many degrees from the Tropic of Cancer to the Antarctic circle? How wide is the Torrid Zone?
2. Through what countries does the Equator pass? In what zone is Iceland? What is the diameter of the earth? The circumference?
3. Describe the Mississippi River. The Ohio—giving principal branches. What river separates Texas from Louisiana? Georgia from South Carolina?
4. Name five cities on the Mississippi River. Three States that border on west bank.
5. What lake between New York and Vermont? What one in Florida? In Utah? What three wholly in New York?
6. Give the latitude and longitude of any two cities in the United States and one of Europe.
7. Describe the Sacramento River. The San Joaquin. What city on the San Joaquin? Near the southern extremity of the Bay of San Francisco?
8. Give the capitals of Austria, Prussia, Russia, Greece, Holland, Egypt, Liberia, Hindostan, Arabia, Japan Islands.
9. What mountains between Spain and France? In Italy? What mountain in Iceland? On the Island of Sicily?
10. Into what body of water does the Nile flow? The Niger? Name three of the largest branches of the Amazon.

QUESTIONS IN HISTORY.

TEN QUESTIONS—TEN CREDITS EACH.

1. How many voyages did Columbus make to America? and state what discoveries he made at each voyage. Why was the continent named America?

2. Who were Ponce de Leon, Balboa, and the Cabots, and what discoveries did each make?

3. When, where, and by whom was Virginia settled, and what was the character of the first settlers? Tell what you know of John Smith.

4. Give a short account of the first settlement of Massachusetts. Who were the Puritans, and what caused them to emigrate to the New World? Name the leading men in the Mayflower.

5. When and what States were first settled by the Dutch, and by whom were they conquered, and about what time?

6. Give a short account of King Philip's War.

7. What was the cause of the French and English war, and when did it commence? Tell why the battle of Great Meadows was memorable. Tell why the battle of the Plains of Abraham was important, and who was the commander on each side.

8. Tell what cause led to the American Revolution, and when the United States declared themselves independent.

9. Tell what you can about the battles of Bunker Hill, Saratoga, and Yorktown.

10. Tell what you know about Thomas Jefferson, Arnold, Lafayette, and Cornwallis. What had the Hessians to do with the American Revolution?

QUESTIONS IN SPELLING.

TWO CREDITS EACH.

- | | | |
|------------------|-------------------|------------------|
| 1. Advantageous. | 14. Complaisance. | 27. Bacchanal. |
| 2. Separation. | 15. Bronchia. | 28. Gauge. |
| 3. Courtesy. | 16. Exhilarate. | 29. Gnarl. |
| 4. Caterpillar. | 17. Bubble. | 30. Choleric. |
| 5. Fitted. | 18. Pierce. | 31. Tyrannize. |
| 6. Succulent. | 19. Hypocrite. | 32. Hosiery. |
| 7. Mucilage. | 20. Pleurisy. | 33. Initiate. |
| 8. Fusible. | 21. Porridge. | 34. Acquiring. |
| 9. Crucible. | 22. Seythe. | 35. Synchronism. |
| 10. Logarithms. | 23. Traffic. | 36. Synonym. |
| 11. Proselyte. | 24. Marchioness. | 37. Synthesis. |
| 12. Emaciate. | 25. Tranquility. | 38. Michaelmas. |
| 13. Cognizance. | 26. Precipice. | 39. Contagious. |

- | | | |
|-----------------|---------------|-----------------|
| 40. Judgment. | 44. Bulletin. | 48. Quiescence. |
| 41. Elision. | 45. Movably. | 49. Liturgy. |
| 42. Pavilion. | 46. Abolish. | 50. Fallible. |
| 43. Strychnine. | 47. Diligent. | |

QUESTIONS IN GRAMMAR.

1. What is a relative pronoun? Name the chief relative pronouns. (Five Credits.)
2. What parts of speech have properties? Name the properties belonging to a verb. (6 Credits.)
3. Give the rule for forming the possessive singular; also the possessive plural of nouns. How do you form the possessive of pronouns? (9 Credits—3 for each question.)
4. Give the plural of beef, alkali, cuckoo, portico, 8, Mr., manservant, this, penny, gold. (10 Credits.)
5. Give the rule for forming the comparison of words regularly. Compare good, black, little, old, ill. (10 Credits.)
6. Tell how a verb is conjugated in the passive voice and in the interrogative form. (6 Credits.)
7. Write a synopsis of the verb *row*, in the first person singular, in the indicative and potential modes, and in the progressive and interrogative forms combined. (10 Credits.)
8. Write the principal parts of the verbs, sing, go, do, eat, swim, ought, lay, shall, work. (8 Credits.)
9. What auxiliary verbs must always be used in the present perfect tense, the future perfect tense, and the past perfect tense? (6 Credits.)
10. Analyze the following sentence: "The evil *which men do live* after *them*. Also, parse the words italicized. (10 Credits.)
11. Write the following sentences correctly:
 1. The eldest of the two sons is going to school.
 2. Give me them books.
 3. Spelling is easier than to read or write.
 4. Some discussion arose in regard to whom should be sent.
 5. John, he went, but the rest, they all staid at home. (10 Credits.)
12. Give the following rules in spelling:
 1. For doubling the final consonant.

2. For final y.
3. For final e.
4. For monosyllables ending in f, l, or s.
5. When should you use ei and ie? (10 Credits.)

QUESTIONS IN ANALYSIS OF WORDS.

(TO BE DICTATED—ORALLY.)—FOUR QUESTIONS—FIVE CREDITS EACH.

1. Define a primitive word, and give an example.
2. Define a derivative word, and give an example.
3. Define a compound word, and give an example.
4. Write a root of a word; a prefix; a suffix; a root with a prefix; and a root with a suffix.

TWENTY QUESTIONS—FOUR CREDITS EACH.

Unloaded.	Classification.	Suppressive.
Equilateral.	Nationality.	Illegalize.
Semidiometer.	Contradictory.	Disappearing.
Independent.	Reappearance.	Supercelestial.
Benefactor.	Misdated.	Monochromatic.
Childishly.	Compressible.	Unexpressiveness.
Elementary.	Inopulently.	

ORAL QUESTIONS.

1. How many kinds of attraction are there? Name them.
2. What quality of matter resists the driving of a nail?
3. What quality of matter keeps a moving body going?
4. What force projects a stone from a sling?
5. When does a body balance or stand firmly?
6. What mechanical power does the drayman use in loading barrels of flour?
7. Difference between the purpose or use of a barometer and a thermometer?
8. How many teeth in the human adult?
9. What does nature mix with the food in the mouth?
10. Through what does the blood pass *from* the heart?
11. Is the color of the blood lighter or darker as it goes *toward* the heart?
12. What is the harm of bending over desks too much?
13. How many ribs on each side? How many vertebræ in all?

14. What is the longest and largest bone in the human body ?
15. What harm in sitting with one shoulder higher than another ?
16. What point of the compass half way between S. and SW. ?
17. What city of California ranks next to San Francisco in size ?
18. Effect of holding a book too near the eye ?
19. What per cent. do you think should promote a pupil ?
20. How do you prepare for the annual examination ?

THIRD GRADE.

QUESTIONS IN GEOGRAPHY.

TEN QUESTIONS—TEN CREDITS EACH.

1. What river between the United States and Mexico ? Between Oregon and Washington Territory ? Between Maine and New Brunswick ?
2. Name the States that border on the Gulf of Mexico. That border on the east bank of the Mississippi River.
3. Name three branches of the Mississippi River. Two of the Ohio.
4. Name the capitals of Oregon, Nevada, Arizona, Minnesota, Kansas, Louisiana, Florida, North Carolina, Tennessee, Ohio.
5. Name five rivers of the United States that empty into the Atlantic Ocean. Three that empty into the Gulf of Mexico. One into Lake Ontario ; and one into Lake Champlain.
6. Bound California. What is the population of San Francisco ?
7. Name five countries of South America, with their capitals. What is the course of the Amazon ?
8. Name two rivers that empty into the Caspian Sea. Two rivers of France. Two of Spain.
9. What mountains between Spain and France ? Between Italy and Switzerland ? Between Europe and Asia ? In Austria ?
10. Into what does the Nile empty ? The Niger ? In what zone is the United States ? Cuba ? Borneo ?

QUESTIONS IN GRAMMAR.

1. What is a verb ? A pronoun ? (2 credits.)
2. How many cases are there ? What are they ? (3 credits.)
3. What is gender ? Name the genders. (5 credits.)
4. What does the subjunctive mood express ? (5 credits.)

5. How many tenses has the subjunctive mood, and what are they? (9 credits.)
6. Give an example of a verb in the progressive form ; one in the emphatic form, and one in the passive form. (9 credits.)
7. What is a finite verb ? (5 credits.)
8. How are verbs divided in regard to their subjects ? (4 credits.)
9. What is the difference between the common and neuter gender? (9 credits.)
10. What is mood ? Name the moods. (8 credits.)
11. Give the principal parts of the verbs—be, begin, seek, teach, draw. (5 credits.)
12. Write a synopsis of the verb *love* in the indicative and potential moods. (10 credits.)
13. Analyze the following sentence : *George gave a piece of his apple to me.* (10 credits.)
14. Parse the words in the above sentence which are italicized. (10 credits.)
15. Write a sentence containing a relative pronoun and an adjective. (6 credits.)

ORAL QUESTIONS.

TWENTY QUESTIONS—FIVE CREDITS EACH.

1. When you rub a cat's back in the dark, what makes the sparks you sometimes see ?
2. What property in iron or steel makes the mariner's compass so valuable ?
3. Of what is air made ?
4. How is water composed ?
5. What part of air feeds flame and supports animal life ?
6. What kind of gas do they fill balloons with ? Why ?
7. Who laid the great Atlantic Telegraph Cable ?
8. What is the latest and best pavement for streets, now coming into use in our city ?
9. What are bricks commonly made of ?
10. What point of the compass is half-way between south and southwest ?
11. What is the most valuable export of California ?
12. Name three precious stones or gems.
13. What useful mineral is dug in large quantities near Mount Diablo ?

14. What do they fasten brick together with in building?
15. Who was Benjamin Franklin?
16. How many primary colors? Name them.
17. Is granite a simple or compound rock?
18. What stone is used for covering roofs?
19. Who is Mayor of San Francisco?
20. What is the use of written examinations?

QUESTIONS IN ARITHMETIC.

FIFTEEN QUESTIONS—TEN CREDITS EACH.

1. Define a unit; a number; an abstract number; a concrete number; and give an example of a concrete number.
2. Give an example of a simple number; a compound number; an integral number; a fractional number; and unlike numbers.
3. Write in Roman notation the values of the numbers 2, 20, 300, 29, 94.
4. Write in figures, twenty thousand. Eleven thousand twenty-four. Forty thousand ten. Sixty thousand six hundred. One hundred fifty-six thousand.
5. Write a proper fraction. An improper fraction. A mixed number. A common fraction. A decimal fraction.
6. Reduce $\frac{171}{180}$ to its lowest terms. Reduce $\frac{140}{25}$ to a mixed number. Reduce $14\frac{9}{24}$ to an improper fraction. Reduce 15 to sevenths. Reduce $\frac{324}{18}$ to whole numbers.
7. Reduce $\frac{5}{12}$, $3\frac{1}{2}$, $\frac{4}{5}$ and $\frac{2}{3}$ to a common denominator.
8. Add $30\frac{2}{8} + 1\frac{1}{5} + 16\frac{7}{10} + \frac{19}{20}$.
9. From $63\frac{3}{10}$ take $22\frac{3}{6}$.
10. What is the value of $\frac{5}{12}$ of $\frac{4}{5}$ times $\frac{1}{4}$ of $3\frac{3}{7}$?
11. If the dividend be $\frac{20}{21}$, and the quotient $\frac{5}{7}$, what is the divisor? If the divisor be $\frac{9}{13}$, and the quotient $3\frac{1}{3}$, what is the dividend?
12. Reduce .004, 00032, .6, .37, and 0314 to a common denominator.
13. Reduce .024 to a common fraction. Reduce $\frac{1}{25}$ to a decimal.
14. Bought 1 T. 15 cwt. 36 lbs. of sugar, at 7 cents a pound. How much did it cost?
15. A pile of wood is 16 feet long, 8 feet high and 8 feet wide; how much is it worth at \$3.50 a cord?

QUESTIONS IN SPELLING.

- | | | |
|-----------------|------------------|------------------|
| 1. Guerdon. | 18. Yacht. | 35. Archetype. |
| 2. Seizure. | 19. Tranquility. | 36. Marchioness. |
| 3. Courtesy. | 20. Precedes. | 37. Architect. |
| 4. Bubble. | 21. Drought. | 38. Paradigm. |
| 5. Strychnine. | 22. Pageantry. | 39. Loving. |
| 6. Sleazy. | 23. Saccharine. | 40. Complacence. |
| 7. Feign. | 24. Rheumatic. | 41. Hypocrite. |
| 8. Gouge. | 25. Lachrymose. | 42. Receive. |
| 9. Neigh. | 26. Raspberry. | 43. Ghost. |
| 10. Gnarl. | 27. Rhapsody. | 44. Scythe. |
| 11. Qualm. | 28. Seraglio. | 45. Circuit. |
| 12. Siege. | 29. Tranquilize. | 46. Traffic. |
| 13. Wierd. | 30. Paroxysm. | 47. Sheathe. |
| 14. Judgment. | 31. Bacchanal. | 48. Tierce. |
| 15. Discipline. | 32. Analyze. | 49. Skim. |
| 16. Business. | 33. Machinate. | 50. Foreman. |
| 17. Chintz. | 34. Pleurisy. | |

FOURTH GRADE.

ORAL QUESTIONS.

TWENTY QUESTIONS.—FIVE CREDITS EACH.

1. What part of Natural Philosophy tells about *sound*?
2. Name five different pleasant sounds.
3. What tells about light?
4. How many miles in a second does light move?
5. In about how many minutes does the sun's light reach the earth?
6. Is ocean water hard or soft?
7. What is wind?
8. In what kind of letters are books commonly printed?
9. What is the largest river of California?
10. Name the highest mountain you can see looking east.
11. Name the highest hill in our city.
12. Name the principal export of California.
13. What is a copyright?
14. What is an echo?
15. Human voices are divided into how many parts, in singing?

16. Name the highest female voice. The lowest male voice.
17. How do cats see in the dark?
18. Difference between dew and frost?
19. Population of San Francisco, according to Clarke's Geography?
20. What point of the compass is half-way between east and south-east?

QUESTIONS IN ARITHMETIC.

TEN CREDITS EACH, EXCEPT WHEN OTHERWISE NOTED.

1. Write a unit. An abstract number. A concrete number. An integral number. And a fractional number.
2. Write in Roman notation, 11, 60, 600, 29, and 94.
3. Write in figures, Forty-seven thousand. Forty thousand, ten. Sixty-thousand six hundred. Two hundred twenty-thousand. One hundred fifty-six thousand.
4. Write a number containing three units of the 6th order, four of the 2d. Write a number containing four units of the 10th order, six of the 8th, four of the 7th, two of the 6th, one of the 3d, five of the 2d.
5. A man deposited in bank, \$10,476; he drew out at one time, \$2,356; at another, \$1,242; and at another, \$737; how much had he remaining in bank?
6. If a man buy 40 acres of land at \$35 an acre, and 56 acres at \$29 an acre, and sell the whole for \$32 an acre, how much does he gain or lose?
7. Divide 47,255,149 by 4,674.
8. Divide 146,200 by 430. Divide 674,321 by 11,200.
9. Write nine twelfths; eleven fifteenths; twenty-four forty-ninths; forty-four sixty-ninths; and one hundred and twenty, four hundred and fiftieths.
10. Write a proper fraction. An improper fraction. A mixed number. $\frac{6}{7}$ of 49. And what part of 14 is 15. (Fifteen credits.)
11. Reduce $\frac{33}{256}$ to its lowest terms. (Five credits.)

TEN CREDITS EACH.

12. Reduce $\frac{96}{16}$ to a whole number. Reduce $\frac{3246}{48}$ to a mixed number.
13. Reduce $7\frac{5}{9}$ to an improper fraction.
14. Reduce 120 to twelfths. Reduce 24 pounds to seventeenth.
15. Reduce $\frac{2}{3}$ and $\frac{6}{7}$ to a common denominator. Reduce $\frac{7}{10}$, $2\frac{1}{4}$, and $\frac{5}{6}$ to a common denominator.

QUESTIONS IN GEOGRAPHY.

1. What is a strait? An isthmus? A promontory?
2. What is the capital of a country? Name the capitals of Brazil, England, France, Spain and Holland.
3. Name two large rivers of North America; two of South America; two of Europe; two of Africa; and two of Asia.
4. Name two mountain ranges of North America; one of South America; one of Europe; and one of Africa.
5. What isthmus connects North and South America? Africa and Asia?
6. Name the capital of the United States. Of California. Of Mexico, of Chili. Of Canada.
7. What river flows between the United States and Mexico? Between Maine and New Brunswick?
8. What desert in Africa? Lake in Utah? Bay south of Asia?
9. What river connects Lake Erie with Lake Ontario?
10. Bound California.

QUESTIONS IN GRAMMAR.

1. A *name* is what? (1 credit.)

TWO CREDITS EACH.

2. The word or phrase which shows what we talk about is what?
3. The word which tells what a thing *is*, what it *does*, or what is done to it, is what?
4. In the following sentences draw *one* line under each noun and *two* lines under each verb: Ella dreaded examination. A path through woods. He reached eighty per cent. May pic-nics are jolly. (?) She waved her golden hair.

FIVE CREDITS EACH.

5. To express an actual occurrence or fact we use what mood?
6. "You *must* succeed." In what mood is "*must*"?
7. "Sit straight." Mood of "sit"?
8. "I *do* believe it." The verb *believe* has what form of conjugation?
9. "I did it *myself*." What is *myself*?
10. Write the principal parts of the verbs: Go; Sing; Drink.
11. What kind of a verb does not have a nominative?
12. What kind of a verb has no object?

13. What kind of a verb helps other verbs ?
14. Write the verb "Read" in the Active Voice, Indicative Mode, Present Tense, Singular Number, First Person, Emphatic Negative Form.
15. Are the words "If you will go," a clause or a phrase ?
16. Examinations may seem hard, but they do us much good. What is "but" ?
17. "I don't know nothing about it." Correct that sentence. Tell why.
18. What is that form of the verb which always ends in "ing" ?
19. What kind of a noun distinguishes one particular thing from all others of the same kind ?
20. "Oh, good ! I've answered every question." What part of speech is good ?

QUESTIONS IN SPELLING.

- | | | |
|--------------------|-----------------|----------------|
| 1. Blubber. | 18. Massacre. | 35. Ceiling. |
| 2. Feud. | 19. Onyx. | 36. Succeed. |
| 3. Courageous. | 20. Osier. | 37. Recede. |
| 4. Precipice. | 21. Invincible. | 38. Leisure. |
| 5. Sluggish. | 22. Pursuit. | 39. Weasel. |
| 6. Flourish. | 23. Prairie. | 40. Gairish. |
| 7. Skewer. | 24. Strychnine. | 41. Cabbage. |
| 8. Amenable. | 25. Guinea. | 42. Stanchion. |
| 9. Fruitful. | 26. Mystic. | 43. Classic. |
| 10. Business. | 27. Demagogue. | 44. Glazier. |
| 11. Cobbler. | 28. Baptize. | 45. Caitiff. |
| 12. Scholar. | 29. Raillery. | 46. Traitor. |
| 13. Colic. | 30. Heinous. | 47. Pageant. |
| 14. Porridge. | 31. Siren. | 48. Grammar. |
| 15. Extraordinary. | 32. Syringe. | 49. Sleazy. |
| 16. Fitted. | 33. Leopard. | 50. Emotion. |
| 17. Foreman. | 34. Friendship. | |

FIFTH GRADE.

QUESTIONS IN ARITHMETIC.

1. What is notation ? (One credit.)
2. What is numeration ? (One credit.)
3. Write in Roman numerals, 1869. (Two credits.)

4. Write in words, 509604007. (Two credits.)
5. Add 30907, 3005, 709, 149306, and 58. (Two credits.)
6. From 92374, subtract 73456. (Two credits.)
7. Multiply 7498 by 86. (Two credits.)
8. Divide 7663 by 97. (Three credits.)
9. $9 \times 8 + 12 \div 7 - 5 + 9 =$ what? (Four credits.)
10. In four apples and two thirds of an apple how many thirds Explain. (Four credits.)
11. At $\frac{5}{7}$ of a dollar a yard, what will 8 yards of silk cost (Three credits.)
12. Write the tables of Dry Measure and Apothecaries' Weight. (Four credits.)

QUESTIONS IN SPELLING AND ABBREVIATIONS.

1. Reading. (Ten credits.)
2. Write your name and a maxim. (Five credits.)

TWENTY CREDITS.

- | | | | |
|---------------|--------------|----------------|-----------------|
| 1. Oxygen. | 6. Biscuit. | 11. Privilege. | 16. Chocolate. |
| 2. Rhubarb. | 7. Juicy. | 12. Swimming. | 17. Perceive. |
| 3. Cocoa. | 8. Gaiter. | 13. Skittish. | 18. Excellence. |
| 4. Asparagus. | 9. Knavery. | 14. Morphine. | 19. Arrogance. |
| 5. Pyramid. | 10. Besiege. | 15. Catarrh. | 20. Blasphemer. |

Rev. Hon. Esq. A. M. Col. (Five credits.)

QUESTIONS FOR ORAL INSTRUCTION.

1. Exhibit and let the pupils name a cube, octahedron, pyramid, prism, and cylinder. (Five credits.)
2. Which is the most useful metal? The most precious metal? What metal is a fluid? (Three credits.)
3. Who is the Governor of this State? (Two credits.)
4. How many miles long is California? (Two credits.)
5. What three things may be said of God? (Three credits.)

QUESTIONS IN GEOGRAPHY.

1. What is a strait? Promontory? Isthmus? (Three credits.)
2. Name a river of North America. South America. Europe. Asia and Africa. (Five credits.)
3. Name the capitals of Ecuador, Chili, Spain, Prussia, Greece, Denmark. (Three credits.)

4. What river between the United States and Mexico? (One credit.)
5. What isthmus connects North and South America? (One credit.)
6. Name the two branches of the Amazon. (One credit.)
7. What mountains between Spain and France? (One credit.)

SIXTH GRADE.

TOTAL CREDITS, ONE HUNDRED.

READING; (10 credits.)

Write your name, the name of your school, the month, and the day of the week. (10 credits.)

SPELLING, (15 credits.)—Rudder, Laundry, Linguist, Relieve, Pursuit, Raiment, Machine, Discreet, Synagogue, Scissors.

ARITHMETIC, (40 credits.) Write 6054, 80008, 70007, 1000000. (5 credits.)

Write LXIX, XIV, XCV, CXV, CLV. (5 credits.)

Write $8+9$, $3+4+5$, $7+3+6+5+8$. (3 credits.)

Write $11-8$, $15-17$, $19-9$. (3 credits.)

Write 7×6 , 9×5 , 8×7 . (3 credits.)

Write $27\div 3$, $41\div 7$, $56\div 8$. (3 credits.)

At 8 shillings a yard, what cost 7 yards of cloth? (5 credits.)

If one hat cost 9 dollars, what will 7 cost? (5 credits.)

Read 302604, 7007007, XLIX, CCCLIV. (4 credits.)

Read 3×8 plus $4\div 14-10$. (4 credits.)

ORAL INSTRUCTION, (25 credits.)—Draw upon the board, and let the pupil name, a diameter, radius, chord, segment and tangent. (5 credits.)

Name an amphibious animal; a poisonous animal; a bird of prey; a domestic quadruped; a reptile. (5 credits.)

Name an island in our bay. What ocean is near us? What city on the other side of the bay? Name two hills in this city. Name any public building in this city. (10 credits.)

What duty do you owe to your teacher? To God? (5 credits.)

SEVENTH GRADE.

TOTAL CREDITS, FIFTY.

READING, (8 credits.)

Write the name of your city and State. (3 credits.)

SPELLING, (10 credits.)—Naughty, Swollen, Breeze, Fiercely, Voyage, Village, Falsehood, Anger, Scatter, Beggar.

ARITHMETIC, (20 credits.)—Write 7,604, 500,007, 909,099, LIX, CXIX. (5 credits.)

Write 8 plus 7, 7 plus 4 plus 5 plus 6 plus 3. (2 credits.)

Write 15—6, 8—5. (2 credits.)

Write 2×8 , 3×9 , 4×7 , 5×6 , 6×8 . (5 credits.)

Write $15+4-9 \div 5 \times 6$. (4 credits.)

Count backwards by threes from 99 to 82. (2 credits.)

ORAL INSTRUCTION, (9 credits.)—Draw upon the board, and let the pupil name, a rectangle, rhombus, diagonal, and isosceles triangle. (4 credits.)

Name a public building in this city. (1 credit.)

Who is Governor of this State? (1 credit.)

Name a substance that is dense. (1 credit.)

Name a reptile. (1 credit.)

If any one should hurt you, should you try to injure him? (1 credit.)

EIGHTH GRADE.

TOTAL CREDITS, FIFTY.

READING, (10 credits.)

Write your name and that of your school. (5 credits.)

SPELLING, (10 credits.)—Head, Shelves, Meadow, Leaves, Trial, Draws, What, Noise, Aunt, Bread.

NUMBERS, (20 credits.)—Count backwards by twos from 100 to 86. (5 credits.)

Write 2 plus 3, 7 plus 3, 6 plus 5, 8 plus 5, 7 plus 8. (5 credits.)

Write 2 plus 4 plus 3 plus 8 plus 5. (3 credits.)

Write 685, 407, 9,900, 30,030, 6,058. (5 credits.)

Write XLVII, XCIV. (2 credits.)

ORAL INSTRUCTION, (5 credits.)—What State do you live in? (1 credit.)

Name its capital. (1 credit.)

Who is the Governor? (1 credit.)

Who is the President of the U. S.? (1 credit.)

What duty do you owe to your parents? (1 credit.)

NINTH GRADE.

TOTAL CREDITS, FIFTY.

READING, (10 credits.)

Print your name. (5 credits.)

SPELLING, (10 credits.)—Ears, Eyes, Show, Eggs, Hear, Vain, Chair, Stove, Fish, Book.**NUMBERS,** (20 credits.)—Count backwards from 83 to 67. (3 credits.) $3+2, 4+2, 2+3, 5+3, 6+4.$ (5 credits.)

Addition table—4's. (3 credits.)

Subtraction table—2's. (2 credits.)

Write 27, 12, 40, 315, 405. (5 credits.)

Write XXVII, XLVI. (2 credits.)

ORAL INSTRUCTION, (5 credits.)—Tell the time by the clock. (2 credits.)

Name two things made of glass. (2 credits.)

Recite a maxim. (1 credit.)

TENTH GRADE.

TOTAL CREDITS, FIFTY.

READING, (10 credits.)**SPELLING,** (10 credits.)—Cup, Swan, Tree, Chair, Lambs, Duck, Rose, Yellow, Daisy, Lily.**PRINTING,** (5 credits.)**NUMBERS,** (15 credits.)—Count from 11 to 33. $2+3, 2+5, 2+9.$ (5 credits.) $3+5, 3+7. 8-3, 8-2, 6-3.$ (5 credits.)

11—3, 9—3. (5 credits.)

ORAL INSTRUCTION, (10 credits.)—Name O, Δ, □. (2 credits.)

Name the parts of a plant. (2 credits.)

What covering has a bird? A sheep? (2 credits.)

Name a quadruped, and tell why. (2 credits.)

Repeat a maxim. (2 credits.)

COURSE OF STUDY IN THE GRAMMAR AND PRIMARY SCHOOLS.

FIRST GRADE.

Arithmetic.—Robinson's Practical ; completed.

Grammar.—Kerl's Common School ; completed.

Geography.—Clarke's New ; completed—omitting special descriptions of the counties, except the first five general paragraphs, descriptive of the different groups.

Natural Philosophy.—Parker's Elementary.

Analysis of English Language.—Town's ; completed.

History.—Anderson's ; completed.

Physiology.—Cutter's Elementary ; completed.

Composition.—Quackenbos'.

Book-Keeping.—Payson and Dunton's through Double Entry.

Reading.—Fifth Reader.

Spelling.—Willson's Large Speller ; completed.

Oral Instruction.—The same as in Wells' Graded School.

SECOND GRADE.

Arithmetic.—Robinson's Practical ; to per cent., and reviewed.

Grammar.—Kerl's First Lessons ; completed and reviewed.

Geography.—Cornell's Grammar School completed and reviewed, (omitting the same as in Third Grade). When Clarke's New Geography is introduced, the class will be required to go through the "Pacific Coast."

History.—Anderson's ; through Revolutionary War.

Analysis of English Language.—Town's ; commenced and through the word "Press."

Oral Instruction.—The same as in Wells' Graded School.

Physiology and Hygiene.—Morals and Manners.

Composition and written reviews.

Fourth Reader ; completed, with punctuations, definitions, illustrations, and elementary sounds.

Written and Oral Spelling.—From Large Speller to page 120.

THIRD GRADE.

Oral Instruction.—The same as in Wells' Graded School.

Morals and Manners.

Reading.—Willson's Third Reader, completed ; short lessons and thorough drilling ; the same as is recommended for the Fourth Grade.

Vocal exercises and phonetic spelling in connection with reading lessons.

Written and Oral Spelling.—Willson's Speller, to page 90. General exercises in spelling geographical and important names not in the spelling lessons, the same as recommended in the Fourth Grade. Commence to teach definitions.

Writing and Drawing.—The same as is recommended in the Fourth Grade.

Geography.—Cornell's Grammar School Geography, to page 53, omitting lessons 10, 11, 12, 13, 14, 15, and maps numbers 1, 2, 3, 4, 5, 6, 7, 8, and 9. Map drawing the same as in lower grades. Local Geography as in Fifth Grade.

Grammar.—Kerl's First Steps, to page 90, and review. Sentence making and writing abstracts as in Fourth Grade.

Arithmetic.—Robinson's Rudiments, to page 153, and review. Colburn's Mental Arithmetic, through Section Fifth. Rapid combination of numbers, the same as in lower grades.

Declamation and recitations. Review the studies of lower grades.

FOURTH GRADE.

[Time to complete this Grade, one year.]

Oral Instruction.—The same as in Wells' Graded School.

Morals and Manners. Verses from the best poets should be committed to memory.

Reading.—Commence Willson's Third Reader, and complete to page 130; short lessons and thorough training in style, accent, punctuation, and inflection; the same as recommended in the Primary Grades. Vocal exercises and phonetic spelling in connection with reading.

Written and Oral Spelling.—Willson's Speller, to page 60. Frequent exercise in spelling words which occur in the exercises of the day, particularly the geographical names in the State and country.

Writing.—Payson and Dunton's Copy Books, as may be directed by the Principal or Writing Master.

Drawing.—Burgess's system, according to the directions of the Drawing Master or Principal, including map drawing on blackboard and paper.

Geography.—Cornell's Primary, completed and reviewed, with

map drawing and use of outline maps. Local Geography as in Fifth Grade.

Grammar.—Kerl's First Steps, to page 58, omitting pages 42, 43, 44, and 45. Sentence making, written abstracts of oral lessons, etc.

Arithmetic.—Robinson's Rudiments, to page 84. Colburn's Mental Arithmetic, through Section Third. Rapid combination of numbers as in lower grades. Declamation and recitations. Review the studies of the lower grades.

FIFTH GRADE.

[Time to complete this Grade, one year.]

Oral Instruction.—The same as in Wells' Graded Schools, omitting harmony of colors, classification of plants and trees; also, paragraphs 65 and 66.

Verses from the best poets should be committed to memory.

Morals and manners.

Reading.—Complete Willson's Second Reader; short lessons and thorough instruction, as recommended in Sixth Grade.

Vocal exercise and phonetic spelling in connection with reading lessons.

Spelling.—Willson's Primary Speller, completed and reviewed. No phonetic exercise in connection with spelling. One exercise each day should be given in spelling the name of objects seen every day, as in lower grades. Spelling, from dictation, on slate, is recommended in this grade.

Writing.—Payson and Dunton's Copy Books, using such numbers as may be recommended by the Principal and Writing Master.

Drawing.—The same as in lower grades; including, also, map drawing on the blackboard and on paper.

Geography.—Cornell's Primary Geography, through the map of Europe.

Local Geography as in the lower grades; including, also, prominent places in the State and Pacific coast.

Numbers.—Numeration and notation to 1,000,000,000. Complete Robinson's Primary Arithmetic; analyze the practical examples. Rapid combination of numbers in the four fundamental rules, as in the *lower grades*. Daily exercises on the slate and blackboard should be given in adding columns of numbers requiring an explanation of the principle of carrying one for every ten; also, in subtracting

numbers requiring an explanation of "borrowing" or "adding ten to the upper number."

Multiplication.—Scholars in this grade should be thoroughly drilled in multiplying upon slate and blackboard, by numbers containing at least three figures in the multiplier.

Long Division.—The class should be well drilled in slate and blackboard exercises, in dividing ordinary numbers, with a divisor containing two figures.

Abbreviations.—Complete one-half, as in Sargent's Standard Speller. Teachers should copy the abbreviations on the blackboard.

Sentence making, written abstracts, etc.

Recitations and declamations.

Review studies of the lower grades.

SIXTH GRADE.

[Time to complete the Grade, one term of five months.]

Oral Instruction.—The same as in Wells' Graded Schools, as far as time will permit.

Verses and maxims as in lower grades.

Reading.—Willson's Second Reader, to page 100. The exercises in reading should be short, so that every scholar in class can be thoroughly drilled in the pauses, accents, and inflections, before commencing a new lesson. Short lessons and thoroughness are earnestly recommended to every teacher.

Vocal exercises and phonetic spelling in connection with reading lessons.

Spelling.—Willson's Primary Speller, to page 60, omitting pages 49, 50, 51, and 55.

No phonetic exercise in connection with spelling. Spell the name of common objects as in the Seventh Grade.

Writing.—Script writing in blank books, including large and small letters, following Payson and Dunton's system.

Drawing as in lower grades.

Numbers.—Multiplication and Division tables completed, in course and out of course. Frequent exercise should be given in this grade, on the slate and blackboard, in adding long columns of numbers containing not less than three figures; also, in subtraction of simple numbers not requiring the principle of "borrowing" or "adding ten."

Rapid combination of numbers in the four fundamental rules, both

orally and on the blackboard, such as $5 \times 8 \div 10 \times 6 - 4 \div 5 =$ how many?

Numeration and notation to 1,000,000, counting to 100, by 4's and 5's in every form. Robinson's Primary Arithmetic to page 49. In this grade the scholars should carefully analyze the practical questions.

Local Geography.—The same as in the Seventh Grade.

Sentence making, such as constructing, in a sentence, common words written on the blackboard.

Review the studies in the lower grades.

SEVENTH GRADE.

[Time to complete this Grade, one term of five months.]

Oral Instruction.—The same as in Wells' Graded Schools, omitting difficult definitions and too long words in spelling. Two or more lessons each day, not more than fifteen minutes long. Verses and Maxims; Morals and Manners.

Reading.—Finish and review Willson's First Reader. Vocal exercises and phonetic spelling in connection with reading.

Spelling.—Willson's Primary Speller, to page 40. Each day the class should spell a few common objects seen in every day life.

Writing.—Script writing—copying ordinary words from spelling and reading lessons.

Drawing.—At least one lesson each day should be given, using drawing cards, pictures, and various figures from books, etc.

Numbers—Robinson's Primary Arithmetic, to page 42, omitting the practical examples.

Numeration and notation the same as in the Eighth Grade.

Roman numerals—to 1,000.

Counting—To 100, forward and backward, by 3's, as 1, 4, 7, 10, 13—2, 5, 8, 11, and 100, 97, 94, 91, etc.

Multiplication and Division tables—To 6×10 , in course and by taking the numbers irregularly. Multiplication and division should be taught simultaneously.

Rapid combination of numbers in the four fundamental rules as far as taught, such as $15 + 4 - 9 \div 5 \times 6 =$ how many? Long columns of figures in addition should be given on slates and blackboard.

Local Geography.—Such as the location and direction of prominent points, buildings, streets, and places in the vicinity.

Review studies in lower grades.

EIGHTH GRADE.

[Time to complete this Grade, one term of five months.]

Oral Instruction.—The same as in Wells' Graded Schools, omitting difficult terms and definitions.

Verses and maxims, morals and manners.

Reading.—Commence Willson's First Reader, and complete to page 47. The lessons should be short, and the class thoroughly drilled in the punctuation, emphasis, inflection, and style of reading, before commencing a new lesson.

Vocal exercise and phonetic spelling in connection with reading lesson. Each day two or more lessons should be given in reading.

Spelling.—Spell columns of words, also words selected from reading lesson, and the names of familiar objects seen in the streets. No phonetic exercises should be given in connection with spelling. Two or more exercises each day should be given in spelling.

Writing.—Script writing, combining the small letters in words.

Printing and Drawing.—One or more lessons should be given each day, in drawing or printing, either on the slate or blackboard, using blackboard sketches prepared by the teacher, when practicable; drawing cards, and pictures from books, etc.

Numbers.—Counting from 1 to 100 by 2's; or odd, or even numbers, as 1, 3, 5, 7, etc.; 2, 4, 6, 8, 10, etc.

Roman Numerals—to 100.

Addition and Subtraction tables—Completed, in course and out of course. Addition and subtraction should be taught simultaneously.

Rapid combination of numbers as far as learned, as $3+9-6+4=$ how many?

Frequent exercises should be given upon the blackboard by the teacher in adding one column of figures.

Review the studies of the lower grades.

NINTH GRADE.

[Time to complete this Grade, five months or one term.]

Oral Instruction.—The same as in Wells' Graded Schools, omitting all long and difficult definitions. Two or more lessons each day from five to ten minutes long.

Verses and maxims from Willson's Manual. Morals and manners.

Reading and Spelling.—Complete Charts and Primer.

Vocal exercise and phonetic spelling in connection with reading. Two or more lessons in reading and spelling should be given each day.

Counting.—From 1 to 100, forward and backward; also, by 2's, 5's, and 10's.

Roman Numerals—to L.

Reading and Writing Numbers—to 1,000.

Addition and Subtraction tables—to 5+10, in course, and by taking the numbers irregularly. Addition and subtraction should be taught simultaneously.

Printing, as in the Tenth Grade, and commence script writing of the small letters of the alphabet.

Review all studies of the Tenth Grade.

The lessons in this grade should be short, and not to exceed twenty minutes in length.

TENTH, OR PROBATIONARY GRADE.

[Scholars should remain in this Grade, without regard to time, until they are fully prepared for the next higher.]

Oral Instruction.—The same as in Wells' Graded Schools. Two or more lessons a day, each from five to eight minutes long.

Repeat verses and maxims singly and in concert.

Reading.—Willson's Charts Nos. 1, 2, 3, and 4, and commence the Primer.

Vocal exercise and phonetic spelling should be given in connection with exercises on the charts.

Counting.—From 1 to 100.

Reading and writing numbers from 1 to 100.

Addition and Subtraction.—To 3+10, in course, or by taking any numbers irregularly. Addition and subtraction should be taught simultaneously.

Printing and Drawing.—The reading and spelling lessons, also the numbers as far as learned, should be printed on the slate or blackboard.

Drawing from cards, tablets, and charts, etc.

The recitations in this grade should be short; not to exceed twenty minutes in length.

PROPOSED COURSE IN GERMAN FOR COSMOPOLITAN PRIMARY.

TENTH GRADE.

Reading by sounds from the first Charts. (Movable letters especially desirable in this grade.)

Spelling easy words, (such as found on the charts,) by sounds and letters.

Writing the small German script letters.

Counting to one hundred, forward and backward.

Object Lessons about things seen in and about the school-house, dwelling-house, and street. English pupils taught as many words and short sentences as practicable.

Learning some simple verses and songs.

NINTH GRADE.

Reading the remaining 12 Charts.

Spelling by sound and letter words of two syllables.

Writing the German capitals.

Counting by twos and threes to 100.

Object Lessons on domestic animals, plants, trees, etc.

Verses, songs, and maxims.

EIGHTH GRADE.

Reading first half of Reffeld's Reader, Part I., or any other book of similar character.

Spelling from charts and books words of 2, 3, and 4 syllables.

Writing, combining small and capital letters in copying from books and charts.

Translating first half of Ahn's Rudiments, both German and English.

Object Lessons on paper, cotton, linen, flowers and fruits, etc.

Verses and songs.

SEVENTH GRADE.

Reading. Continue reading and spelling from books. Write at dictation words and sentences in the Reader, and learning the correct use of capitals, silent letters, and punctuation.

Oral and written translations from Ahn's Rudiments.

Object Lesson on line, form, and color. Trades and professions of parents and other persons.

Verses, maxims, and songs.

SIXTH GRADE.

Reading. Complete Reader.

Spelling, by dictation and orally, from Reader and Speller.

Oral and written translations. Ahn's Rudiments completed.

Writing in blank books.

Object Lessons, the same as Wells' Graded Schools, for this grade.

Pupils in this grade should begin to write down what they can remember of the lessons given them, and be taught to distinguish nouns, their gender and number.

Poems and songs.

FIFTH GRADE.

Reading. Exercises in Ahn's Method.

Spelling, by dictation and from books.

Oral and written translations from Ahn's Method.

Object Lessons, with simple compositions.

Writing in books. Pupils in this grade should be taught to distinguish readily noun, article, adjective, and verb, without being kept strictly to the grammatical terms.

Poems and songs.

REMARKS.

The German Readers of *Werz* are preferable to *Reffeld's*, and are therefore recommended; the latter being in small type, and in too elevated language for children.

The brief repetition in each grade of the recitations and miscellaneous exercises which are pursued in English, so far as practicable, is extremely desirable.

It is impossible to adhere strictly to the course of study proposed, while pupils are being constantly admitted to the several grades who have not previously studied German.

SCHOOL HOURS AND RECESSES.

GRAMMAR AND PRIMARY SCHOOL, WHEN IN THE SAME BUILDING, SHALL OPEN
AT 9 A. M. AND CLOSE AT 3 P. M.

First Morning Session, with an Intermediate Calisthenic Exercise between Recitations of 3 to 5 minutes, 1 hour and 30 minutes, from 9 to 10.30.

Recess, 15 minutes, from 10.30 to 10.45.

Second Morning Session, with an Intermediate Physical Exercise of 3 to 5 minutes, 1 hour and 30 minutes, from 10.45 to 12.15.

Noon Recess, 45 minutes, from 12.15 to 1.

First Afternoon Session, with an Intermediate Calisthenic Exercise, 1 hour, from 1 to 2.

Second Afternoon Session, 45 minutes, from 2 to 2.45.

Closing Exercise and Roll Call, 15 minutes, from 2.45 to 3.

Length of Sessions, 5 hours. Recesses, 1 hour. Total time, 6 hours.

PRIMARY SCHOOLS, DISCONNECTED WITH GRAMMAR SCHOOLS, SHALL OPEN AT 9 A. M. AND CLOSE AT 2.30 P. M.

First Morning Session, with Intermediate Exercises of 3 to 5 minutes, 1 hour and 30 minutes, from 9 to 10.30.

Recess, 15 minutes, from 10.30 to 10.45.

Second Morning Session, with an Intermission and Calisthenic Exercises of 3 to 5 minutes, 1 hour and 15 minutes, from 10.45 to 12.

Noon Recess, 45 minutes, from 12 to 12.45.

First Afternoon Session, 45 minutes, from 12.45 to 1.30.

Calisthenic Exercises, 5 minutes, from 1.30 to 1.35.

Second Afternoon Session, 50 minutes, from 1.35 to 2.25.

Roll Call and Closing, 5 minutes, dismiss at 2.30.

Length of Sessions, 4 hours and 30 minutes. Recesses, 1 hour. Total time, 5 hours and 30 minutes.

Detached Primary Schools, having Classes of the Seventh, Eighth, Ninth or Tenth Grades only, will commence at 9 A. M., and close at 2 P. M. Such Schools shall have a recess at noon from 12 to 12.30. In the forenoon there shall be a recess from 10.45 to 11, with intermediate Calisthenic Exercises of 3 to 5 minutes. In the afternoon, at 5 minutes past 1 o'clock, a Calisthenic Exercise of five minutes, but no P. M. recess, except for such Calisthenic Exercises.

FIRST GRADE CITY CERTIFICATE.

CITY AND COUNTY OF SAN FRANCISCO, DEPARTMENT OF PUBLIC SCHOOLS.

The City Board of Examination, having examined _____, in compliance with the provisions of the Revised School Law, hereby

issue this "First Grade City Certificate," which entitles the holder to teach in the Public Schools of this city, as Head Assistant or Special Assistant of a Grammar School, and as Principal of a Primary School, and which shall remain valid for the term of four years from date.

San Francisco, —— 186 .

SECOND GRADE CITY CERTIFICATE.

CITY AND COUNTY OF SAN FRANCISCO, DEPARTMENT OF PUBLIC SCHOOLS.

The City Board of Examination, having examined ——, in compliance with the provisions of the Revised School Law, hereby issue this "Certificate of the Second Grade," which entitles the holder to teach in the Public Schools of this city, as a Grammar Assistant, and which shall remain valid two years from date.

San Francisco, ——, 186 .

THIRD GRADE CITY CERTIFICATE.

CITY AND COUNTY OF SAN FRANCISCO, DEPARTMENT OF PUBLIC SCHOOLS.

The City Board of Examination, having examined ——, in compliance with the provisions of the Revised School Law, hereby issue this "Certificate of the Third Grade," which entitles the holder to teach in the Public Schools of this city, as Assistant in a Primary School, and which shall remain valid for the term of one year from date.

San Francisco, ——, 186 .

GRAMMAR MASTER'S CITY CERTIFICATE.

CITY AND COUNTY OF SAN FRANCISCO, DEPARTMENT OF PUBLIC SCHOOLS.

The City Board of Examination, having examined ——, in compliance with the provisions of the Revised School Law, hereby issue this "Grammar Master's Certificate," which entitles the holder to teach in the Public Schools of this city, as Principal of a Grammar School, and which shall remain valid for the term of six years from date.

San Francisco, ——, 186 .

SUB-MASTER'S CITY CERTIFICATE.

CITY AND COUNTY OF SAN FRANCISCO, DEPARTMENT OF PUBLIC SCHOOLS.

The City Board of Examination, having examined ——, in

compliance with the provisions of the Revised School law, hereby issue this "Sub-Master's Certificate," which entitles the holder to teach in the Public Schools of this city, as Sub-Master of a Grammar School, and which shall remain valid for the term of four years from date.

San Francisco, ——, 186 .

SPECIAL CITY CERTIFICATE.

CITY AND COUNTY OF SAN FRANCISCO, DEPARTMENT OF PUBLIC INSTRUCTION.

The City Board of Examination, having examined ——, in compliance with the provisions of the Revised School Law, hereby issue this "Special City Certificate," which entitles the holder to teach in the Cosmopolitan Schools of this city, as Teacher of the —— Language, and the English Branches taught in the Grammar and Primary Departments of said Schools, and which shall remain valid for the term of —— years from date.

San Francisco, ——, 186 .

GRADUATES OF THE LINCOLN GRAMMAR SCHOOL.

	Per Cent.		Per Cent.
Charles W. Northrup.....	956	Louis B. Brandt.....	795
Walter Dickins.....	861	William H. Jewett.....	814
Daniel P. Bell.....	775	George C. Gorham, Jr.....	791
Charles E. Miller.....	847	William F. Corr.....	782
Palmer Seamans.....	838	Charles R. Andrews.....	784
Louis Tobias.....	834	Charles H. Phelps.....	823
Samuel B. Christy.....	840	George H. Wilson.....	771
Benj. Frank Langland.....	841	Carlton F. Moulthrop.....	776
William M. Helman.....	855	George W. King.....	727
Edwin I. Knowles.....	785	Robert V. Croskey.....	705
Frank A. Stohr.....	782	Alphonso A. Wigmore.....	777
Joseph Herschfelder.....	831	Joseph F. Ballinger.....	771
Walter H. Hodgdon.....	772	George B. Reynolds.....	736
Thomas J. Cokeley.....	842	John P. Toney.....	731
Victor Yelmini.....	829	Frank O. Linforth.....	673

GRADUATES OF THE DENMAN GRAMMAR SCHOOL.

Evelyn G. Blethen.	Emma C. Pearce.	Mary Bailey.
Carrie H. Smith.	Tillie C. Stohr.	Emily O. Jones.
Lizzie C. Traver.	Maude M. Rowe.	Clara B. Earle.
Anna M. Houseman.	Emily I. Jones.	Emily L. Welton.
Caroline Hoog.	Ninianna R. McLane.	Virginia Hagthrop.
Addie Hastings.	Pauline Wolf.	Emma C. Hagthrop.
Kate Hutchinson.	Sophie C. Earle.	Julie I. Haste.
Charlotte A. Ogilvie.	Jennie F. Tennent.	Minna Levin.
Hettie N. Perkins.	Mary N. Kline.	Lizzie McEwen.
Alice McAteer.		

GRADUATES OF THE RINCON GRAMMAR SCHOOL.

Lizzie Alison.	Katie Girvin.	Clara Sawyer.
Ella Bugbee.	Hattie Hodgdon.	Leonora Thayer.
Delora Burns.	Bertie Keller.	Marion Thompson.
Susie Favor.	Ella Munroe.	Eva Turner.
Clara Fillebrown.		

GRADUATES OF THE UNION GRAMMAR SCHOOL.

*	Per Cent.		Per Cent.
Abraham Myers.....	844	Cornelia Gerholdt.....	701
Noah Friedburg.....	804	Kate Green.....	691
John Farrell.....	801	Mary Smith.....	688
Max Belau.....	794	Hattie Granniss.....	681
John Agnew.....	79	Mary Foye.....	67
James Wright.....	78	Bessie Kirby.....	628
Belle Rieser.....	774	Emma Griffith	608
John Campbell	746	Xenia Ingraham.....	603
Julia Sichel.....	741	Louise Chaigneau.....	587

GRADUATES OF THE WASHINGTON GRAMMAR SCHOOL.

Ella Bachelder.	Willie Donovan.	Wm. Wade.
Eva Gaily.	Phineas Ferguson.	Benjamin Gunn.
Belle Rankin.	John Merrill.	Richard Waterman.
Emma McEwen.	Howard Marden.	Leon Block.
Annie Putnam.	Wm. Reynolds.	Mathew Newman.
Horace Briggs.	Henry Schmidt.	

GRADUATES OF THE MISSION GRAMMAR SCHOOL.

Thomas Atkinson. Ada Hayward.

GRADUATES OF THE SPRING VALLEY GRAMMAR SCHOOL.

Mary Turner.	Minnie Hatman.	May Benton.
Mary Fellows.	Emma Frick.	Sanford Taylor.
Annie Stockton.	Nellie Jackson.	Le Grand Turner.
Clara Adams.	Addie Cherry.	Charles Gregg.

VALUABLE SCHOOL STATISTICS.

The statistics embraced in the following table will be of much interest to educational men throughout the country. These statistics are obtained by letter from the Superintendents of schools in the cities named, and furnish a complete view of the public schools in the leading cities of the country for the year 1866-7. They were collected by the Superintendent of Public Schools of Detroit.

In collecting school statistics, 17 cities do and 20 do not use the Chicago Attendance Rules.

Nineteen cities, including Boston, New York, Milwaukee, and Grand Rapids, Mich., admit pupils under six years of age, while twenty cities, including Detroit, Cincinnati, Cleveland, Brooklyn, Chicago, Toledo, and Adrian do not. With the exception of Boston, however, the opinion is unanimous that the advantages of admitting pupils under six do not compensate for the disadvantages.

In regard to keeping pupils between six and seven years of age longer in the school room than three hours each day, only in New York, Albany, Bridgeport, Conn., Erie, Dayton, and Patterson, N. J., is the policy thought a wise one. In Boston it is thought best only as a means of keeping the children out of worse places, and not as a means of education. In Oswego it is thought well if suitable work is furnished and lessons are of suitable character and variety. In Erie five or six hours are thought a proper time if properly managed.

Twelve cities pay their teachers quarterly, and twenty-eight at more frequent intervals, generally monthly. Twenty-four pay in currency and fifteen in checks.

In Detroit four of the teachers are engaged but half a day each.

SCHOOL STATISTICS OF THIRTY-NINE OF THE PRINCIPAL CITIES OF THE UNION.

CITIES.	Pr.c't. of av'age at-tend'ce on enroll't	Per cent. bel'nging on census enroll't	Av'age attendance per Teacher....	Average belonging per Teacher....	Annual cost of tui-tion per pupil..	Per cent. Enroll'nt on Sch'l Census.	Per cent. of Tardi-ness.....	Per cent. of At-tendance.....	Average Salary of Female Teachers	Average Salary of Male Teachers..	Number of Female Teachers	Salary of Princi-pals of Union Schools.....	No. Male Teachers	Average daily at-tendance	Average number belonging to Schools.....	Different names enrolled for the year.....	Number not in the Public Schools..	Whole Number of Children
Detroit, Michigan.....	20,353 11,196	9,137 6,157	5,840 10	\$1,200	90	\$1,000	\$399	94	.9 44.9	\$ 7.35	63	59	30	29				
Boston, Massachusetts.....	35,225 7,502	27,723 25,809	66 2,500	547	2,375	775	93.5	.....	14.54	44	42	73	70				
Cincinnati, Ohio.....	92,544 67,646	24,898 178,606	16,835 61	1,600	324 117 ³ mo	45 ³ mo	94.3	.....	26.9	12.01	46	44	19	18			
Cleveland, Ohio.....	18,550	8,315	5,688 5,333	17	1,900	103	1,500	530	93.7	.25	.44	13.00	47	44	31	30		
Louisville, Kentucky.....	23,372 14,938	9,719	6,478 5,629	23	1,350	109	1,050	490	86.6	.....	13.00	49	42	28	24		
Brooklyn, New York.....	108,099 51,686	56,413	25,122	27	.....	562	1,000	300	.....	.....	14.40	42	23				
New York City.....	350,000 200,000	80,784 72,705	190	.....	1,869	to 2,000	to 650	750	.90	.36	.....	21.00	39	35	35	35	35
Chicago, Illinois.....	52,000 27,149	24,850	14,600 13,588	24	2,000	241	2,000	to 450	92.8	under 47.3	11.12	55	51	28	26			
Milwaukee, Wisconsin.....	20,357 12,389	7,968	4,634 3,829	18	1,000	70	770	350	.91	.98	.59	8.10	53	44	23	19		
Albany, New York.....	22,500 13,576	8,924	6,000 4,340	16	.....	84	1,500	400	.71	.....	.40	11.71	60	44	27	20	
Rochester, New York.....	20,057 9,864	10,193	7,154	6,295	12	1,000	100	1,000	308	.88	.....	.58	6.16	63	56	35	31
Lowell, Massachusetts.....	5,978 .....	.....	4,948 4,305	13	.....	85	1,538	395	.....	.....	.....	10.38	50	44	44	44	44
Worcester, Massachusetts.....	.....	6,884	4,880	4,284	5	1,400	95	1,560	475	86.42	.....	10.11	48	42	42	42	42
Oswego, New York.....	8,004 3,262	4,742	3,318	3,177	7	700	75	1,025	359.19	90.1	3.1	53.1	9.04	42	39	41	39	
Syracuse, New York.....	13,187 5,721	7,466	4,467	.....	5	1,200	117	1,240	342.65	60	.....	.57	10.29	37	35	34	
Wheeling, West Virginia.....	5,372 2,372	3,000	1,915 1,676	7	1,000	32	900	332.88	.....	55.8	9.50	77	49	36	31		

Columbus, Ohio.....	8,065	3,578	4,487	3,107	2,776	9	1,000	58	961	460	89	.....	54.	11.62	67	46	38	34
Newburg, New York.....	5,150	2,308	2,842	1,565	1,286	6	850	27	908	331	.82	.....	.55	10.63	44	38	30	25
Racine, Wisconsin.....	2,902	862	2,040	1,252	1,158	1	.....	24	1,500	30.23	\$.92	,270.	5.92	50	46	43	40	
Memphis, Tennessee.....	3,864	1,576	2,523	1,361	1,209	5	.....	22	1,500	845	88.1	.....	.65.	22.45	50	44	35	31
Toledo, Ohio.....	6,551	2,984	3,567	2,301	2,138	8	.....	38	.....	48,50	\$.1.9	.5.54.4	11.09	50	46	35	33	
Adrian, Michigan.....	2,420	876	1,544	1,014	946	1	800	18	.....	300	93.34	.....	63.8	8.30	53	49	42	40
Newburyport, Massachusetts.....	2,713	435	2,823	2,192	.....	8	1,200	40	975	325	.....	.....	.....	7.00	45	....	71	
Grand Rapids, Michigan.....	2,045	357	1,688	1,002	926	3	1,400	20	1,133	341	92.4	3.1	82.5	10.19	43	40	....
Bridgeport, Connecticut.....	3,795	1,555	2,240	2,005	1,800	9	1,500	33	889	280	70.	6.	59.	5.50	47	42	53	50
Erie, Pennsylvania.....	.....	2,353	.....	1,133	4	1,000	28	800	289	.....	.....	.....	8.55	....	35	....	
Dayton, Ohio.....	8,597	4,993	3,604	3,604	2,101	20	1,248	43	89.50	46.47	\$.85.	.15.42.	19.76	57	33	42		
Covington, Kentucky.....	7,993	5,403	2,590	1,516	1,348	3	1,200	28	1,050	450	88.9	.....	32.4	9.66	48	43	20	17
Patterson, New Jersey.....	5,250	2,220	4,870	.....	2,511	3	800	40	900	220	.....	.....	.....	9.00	....	58	....	48
Davenport, Iowa.....	5,276	2,629	2,647	1,825	1,530	5	600	35	778	500	84.7	.....	50.7	11.42	45	38	35	30
Galena, Illinois.....	2,495	.....	1,290	.....	3	100	15	75	30	.....	52.	.....	.....	.....	.....	.....	.....
New Brunswick, New Jersey.....	3,254	1,288	1,966	1,119	1,016	2	.....	25	1,150	300	90.	.....	60.	7.04	41	37	34	31
Keokuk, Iowa.....	3,868	1,600	1,700	1,440	1,300	5	\$82 per month.	29	82	40	\$.90.	.....	.44.	.20	\$.42	38	37	33
Rock Island, Illinois.....	1,925	672	1,253	1,038	947	.....	.....	19	1,400	44.21	\$.32.	.....	.65.	\$ 6.63	51	47	53	48
Zanesville, Ohio.....	3,159	1,122	2,037	1,472	1,379	6	950	30	55.37	33.88	89.	.....	.64.	12.10	40	38	46	44
Fort Wayne, Indiana.....	6,493	4,788	1,705	1,570	981	5	.....	18	650	450	92.	.9.26.	10.58	46	42	17	15	
New Bedford, Massachusetts.....	4,000	500	3,800	3,325	3,095	7	1,200	74	1,250	440	90.	.....	.....	11.77	41	38	83	77
Kenosha, Wisconsin.....	1,625	772	853	.....	716	2	400	12	1,050	318.75	.....	52.	8.41	....	51	....	45	
Terre Haute, Indiana.....	3,897	1,176	2,719	1,741	1,599	5	100	45	\$.90	26.90	mo.45	\$.90	22.	7.75	56	51	44	42

SUMMARY OF TOTALS, FROM THE TEACHERS' MONTHLY REPORTS,

FOR THE YEAR COMMENCING JULY 1ST, 1866, AND ENDING MAY 31ST, 1867, SHOWING THE WHOLE NUMBER OF DAYS' ATTENDANCE, AVERAGE NUMBER BELONGING, PER CENT. OF ATTENDANCE ON AVERAGE NUMBER BELONGING, NUMBER OF ABSENCES, NUMBER OF INSTANCES OF TARDINESS, PER CENT. OF ABSENCE ON ATTENDANCE, PER CENT. OF TARDINESS ON ATTENDANCE, AND NUMBER OF INSTANCES OF TRUANCY.

	Whole number of days of attendance.	Average number belonging.	Average per cent of attendance on average number belonging.	Number of absences.	Number of instances of tardiness.	Average per cent of absence on attendance.	Average per cent of tardiness on attendance.	Number of instances of truancy.
{Monthly average.	1,493	78	.995	9	9-11	.005	.0003	7-10
Total for the year.	16,433	102	.979	99	9	.021	.003	.....
Monthly average.	1,890	102	.979	41	8	.021	.003	.....
Total for the year.	20,800	60	.964	458	87	.036	.032	1-11
Monthly average.	1,118	60	.964	40	36	.036	.032	1
Total for the year.	12,307	945	.957	446	399	.043	.022	7 4-5
Monthly average.	17,324	945	.957	754	377	.043	.022	7 4-5
Total for the year.	190,564	697	.954	8,304	4,155	.046	.014	76
Monthly average.	12,595	697	.954	582	186	.046	.014	.....
Total for the year.	138,547	463	.954	6,410	2,050	.046	.022	.....
Monthly average.	8,116	463	.954	360	185	.046	.022	.....
Total for the year.	89,280	481	.943	3,965	2,042	.057	.025	5 8-11
Monthly average.	8,637	481	.943	499	227	.057	.025	63
Total for the year.	95,011	380	.954	5,490	2,496	.046	.024	2-5
Monthly average.	6,936	380	.954	325	165	.046	.024	4
Total for the year.	76,298	413	.929	3,580	1,816	.071	.052	1 1-2
Monthly average.	7,365	413	.929	528	386	.071	.052	15
Total for the year.	81,022	463	.932	5,810	4,253	.068	.057	1 8-11
Monthly average.	8,130	463	.932	537	465	.068	.057	19
Total for the year.	89,437	323	.927	5,916	5,121	.071	.057	1 3-5
Monthly average.	5,616	323	.927	407	156	.071	.028	8
Total for half year.	9,036	530	.932	2,037	783	.039	.024	1 1-2
Monthly average.	9,036	530	.932	639	229	.068	.024	1 1-2
Total for the year.	102,925	.....	.....	7,032	2,524	.....	.....	.....

Union Primary School . . .	7,345	403	.944	403	217	.056	.030	1-3-10
Total for the year.	80,796	291	.	4,442	2,397	.	.	13
Monthly average..	5,100	.	.932	344	.068	.	.039	3-7-11
Monthly average..	56,109	.	.	3,793	2,242	.	.	40
Total for the year.	56,109	.	.	3,793	2,242	.	.	40
Monthly average..	9,442	585	.933	7,792	3,295	.	.	21-11
Total for the year.	103,872	463	.948	4,435	1,56	.052	.018	23
Monthly average..	8,268	.	.	4,788	1,717	.	.	1-2-5
Monthly average..	90,951	.	.	223	.933	273	.067	14
Total for the year.	44,420	.	.	3,007	831	.	.017	3-5
Monthly average..	13,259	745	.932	913	370	.	.	6
Total for the year.	145,858	483	.930	10,044	4,076	.	.027	7-10
Monthly average..	8,278	.	.	593	332	.070	.	7
Total for the year.	91,058	.	.	6,523	3,659	.	.	4 7-10
Monthly average..	5,866	323	.948	295	163	.052	.027	47
Total for the year.	64,532	248	.944	3,253	1,795	.	.	7-10
Monthly average..	4,450	.	.	255	197	.056	.044	1 1-2
Total for the year.	48,953	.	.	2,809	2,175	.	.	15
Monthly average..	14,916	989	.948	725	334	.052	.020	8
Total for half year.	89,500	.	.	4,351	2,007	.	.	48
Monthly average..	3,910	215	.947	208	144	.053	.037	4-5
Total for the year.	43,019	84	.834	2,295	1,589	.	.	4-5
Monthly average..	1,413	.	.	178	194	.126	.137	4-5
Total for the year.	15,545	.	.	1,967	2,141	.	.	8

TOO MANY TEXT BOOKS.

By the following report, presented to the Board of Education on the 12th of November, it will be seen that a move is being made in the right direction. The vexatious and expensive practice of multiplying text-books in the same branches of study, will no doubt be abandoned, as it ought to have been long since.

*To the Honorable Board of Education
Of the City and County of San Francisco—*

GENTLEMEN: Your Committee on Text Books, to whom was referred a portion of the Superintendent's verbal report, of some weeks since, in which he calls upon the Board to consider the great number of Text Books used in our schools, and that he regards the number much greater than is profitable to the scholars, etc., beg leave to report that they have had the matter under consideration, and believe the Superintendent's criticisms on the subject, so far as they understood and recollect them, are correct; and that the evils referred to are of such a magnitude as to demand of this Board an energetic effort to have them corrected.

Your Committee believe the use of the several serial systems of Text Books, to the extent now authorized by the Board, a great waste of time by scholars, and of money for the purchase of books. They deprecate the necessity for making changes of books, for the reason that it involves expense, even though the new work substituted for the old is pretended to be furnished by the publisher, as is common recently, free of expense; also, for the greater and more important reason, that every time a scholar changes Text Books he has to learn the same ideas in the new author's different language, and thus causes not only a waste of time in memorizing the words of the new author, but confusion in after life, as he undertakes to use a given rule, which he has been so unfortunate as to have learned over and over in *different* words by several authors. The same difficulties occur in the use of serial books, though by the same author; as in the *newer* book the author seems generally to have *assumed* that he has not lived, since writing the former book, *in vain*, and that he can now express his old ideas in better words than before, and of course in the new and more advanced book uses new words.

Your Committee believe this serial system has been adopted by the several Boards of Education, not only in our own, but in other States, not because the works have real merit over the *old one*, or *generally at most, two or three book works*, when used in Primary, Grammar, and High Schools, but on account of the pressure brought upon Educational Boards by book writers, book publishers, and book sellers—each of whom, of course, makes his profit on every book, hence their motive and anxiety to multiply and introduce the greatest number of books possible.

Your Committee are not prepared to say *just* what changes should be made,

but are of the opinion that radical changes are demanded, and to the end already indicated; and would recommend that this Board request the Grammar and High School Masters to meet and thoroughly consider this subject matter, and at the earliest time practicable, make such recommendations to the Board as they may deem for the best interests of the Department.

All of which is respectfully submitted.

A. C. NICHOLS,
IRVING P. RANKIN,

Committee on Text Books.

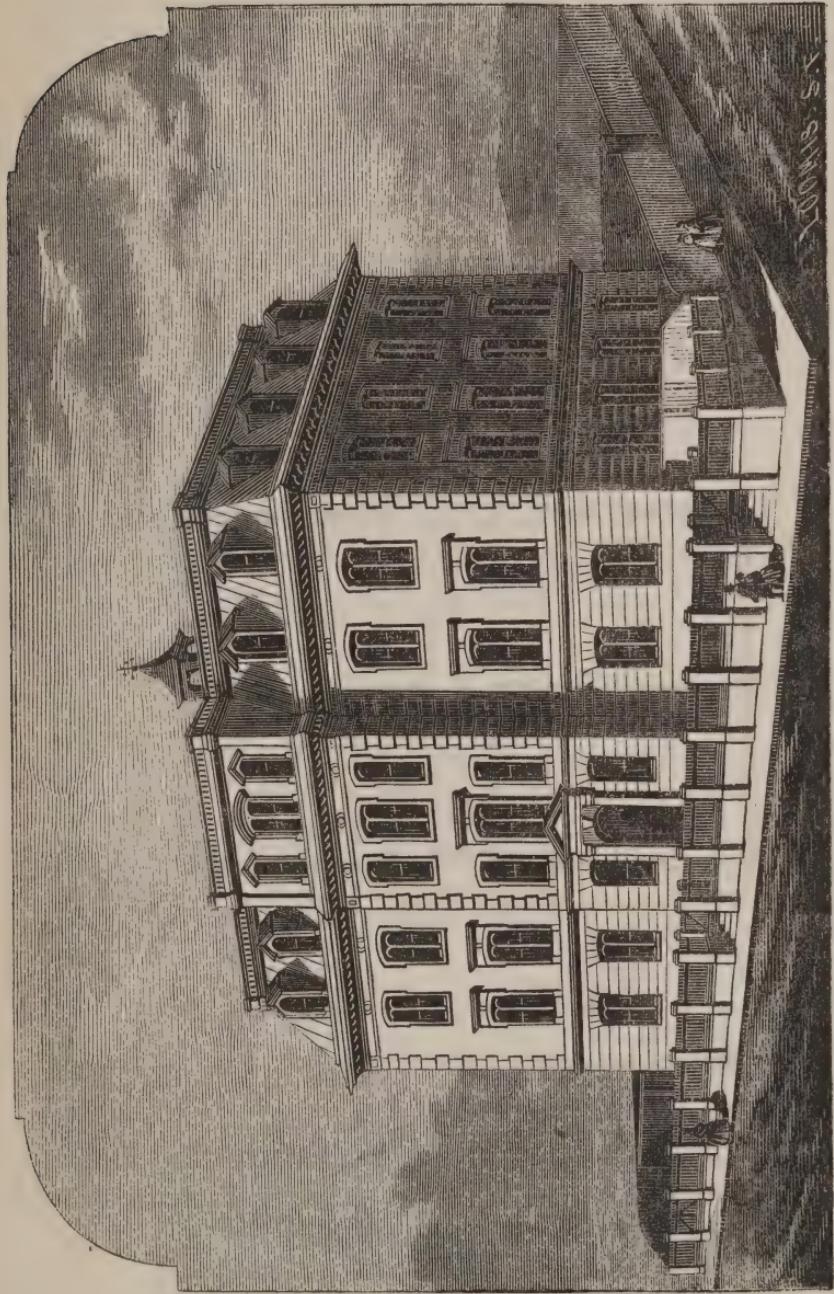
San Francisco, November 12th, 1867.

The following resolution was then passed by the Board :

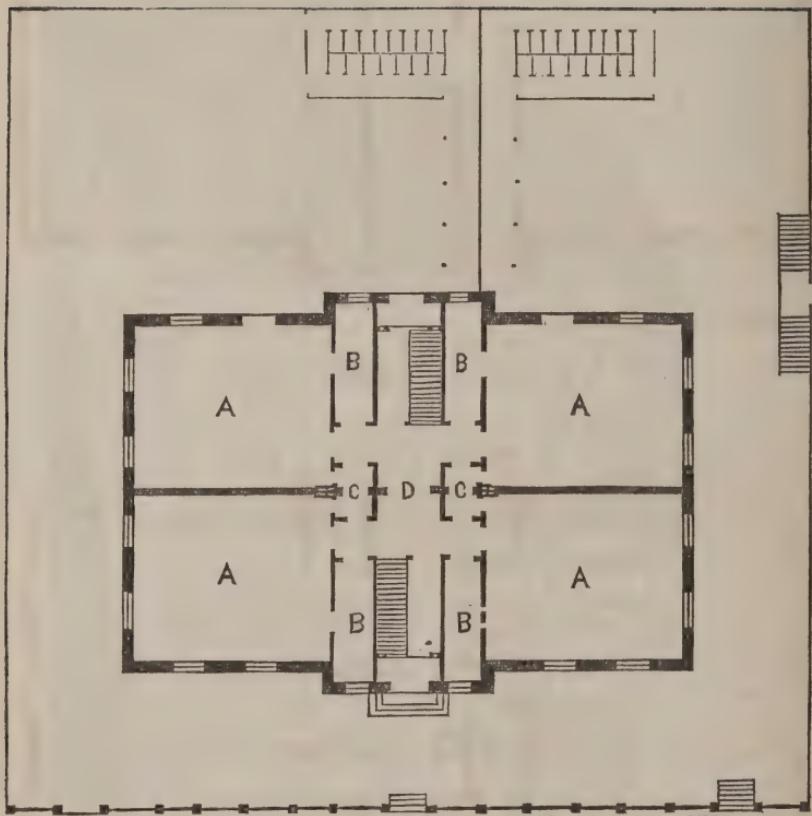
Resolved, That the Secretary be directed to address a note to each of the Grammar and High School Masters, asking them to meet as early as possible to consider the report of the Committee on Text Books, of this date, and make such recommendations to this Board, as soon as practicable, on the subject matter, as they may deem for the best interest of the Department.

E R R A T U M.

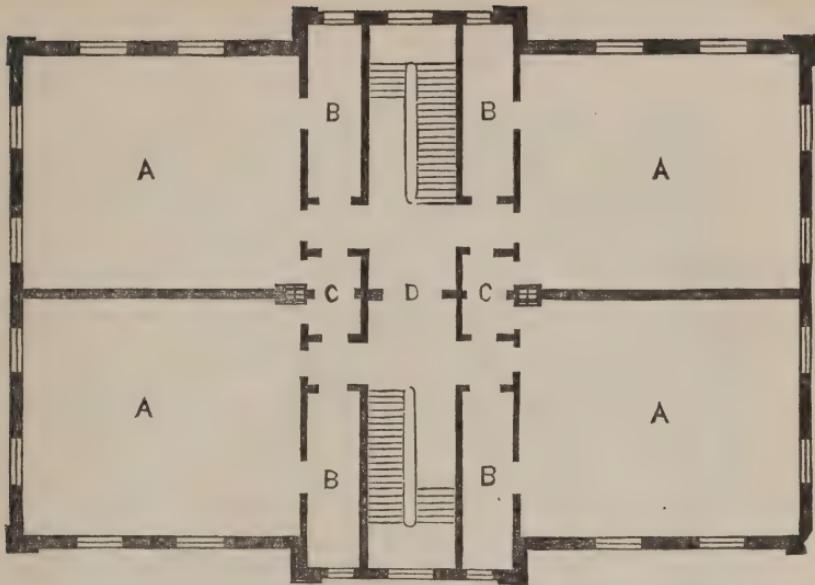
On the page preceding the title-page, in the description of the plan of the Tehama Street Schoolhouse, the number of class-rooms is erroneously stated to be *six*, instead of *sixteen*, as represented in the cuts.



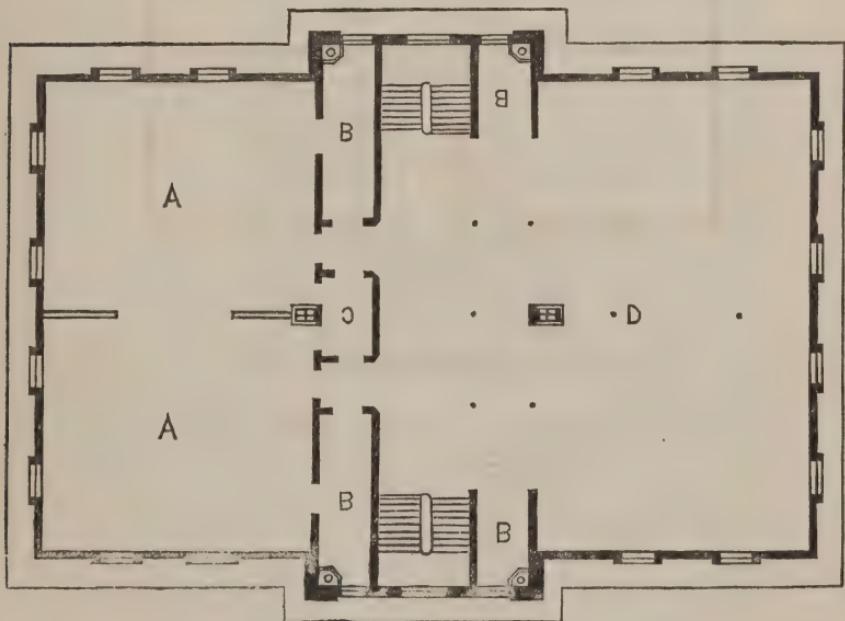
DENMAN GRAMMAR SCHOOL, CORNER BUSH AND TAYLOR STREETS.



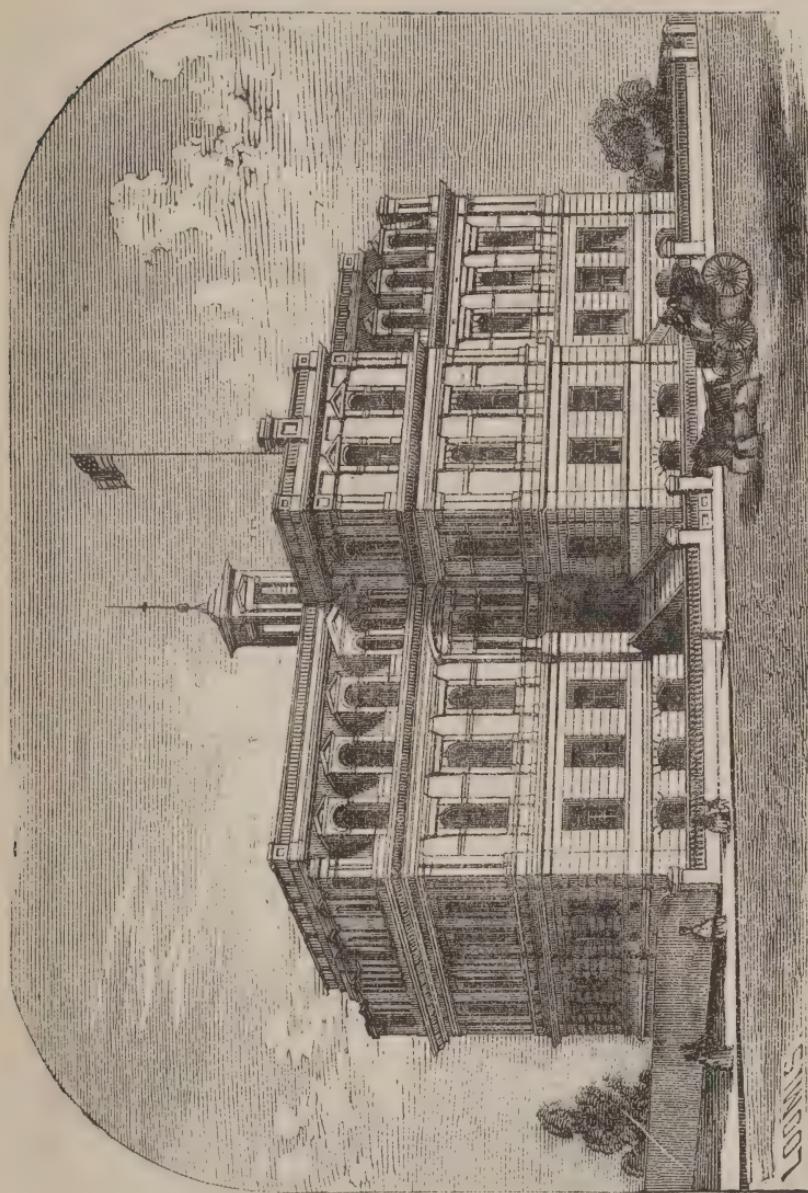
PLAN OF BASEMENT, DENMAN GRAMMAR SCHOOL.



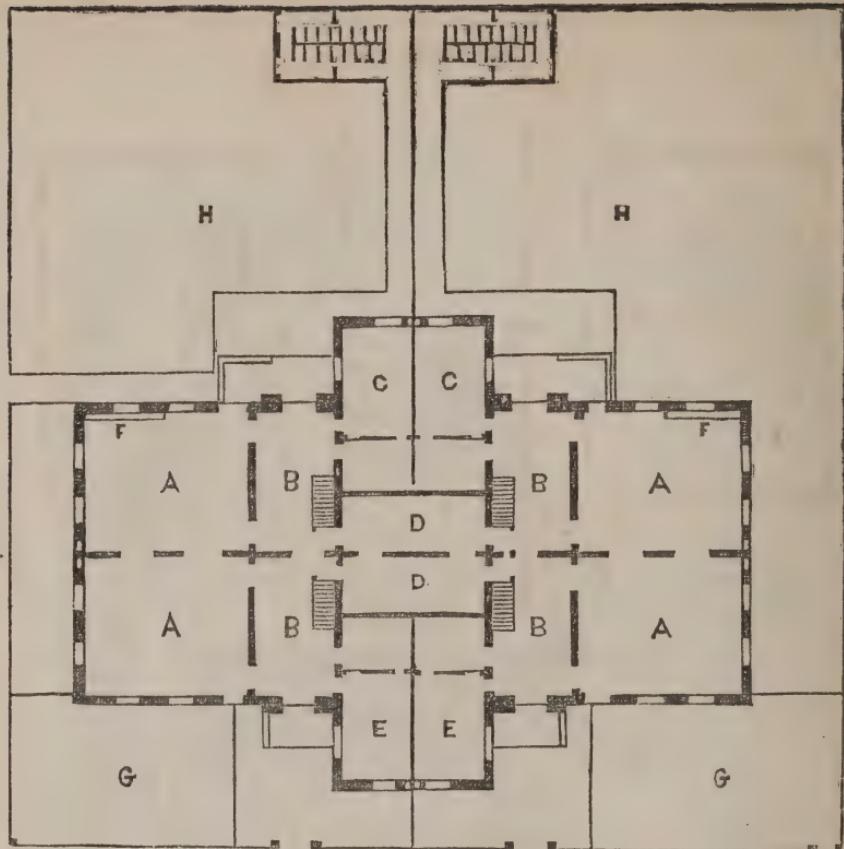
PLAN OF FIRST AND SECOND FLOORS, DENMAN GRAMMAR SCHOOL.



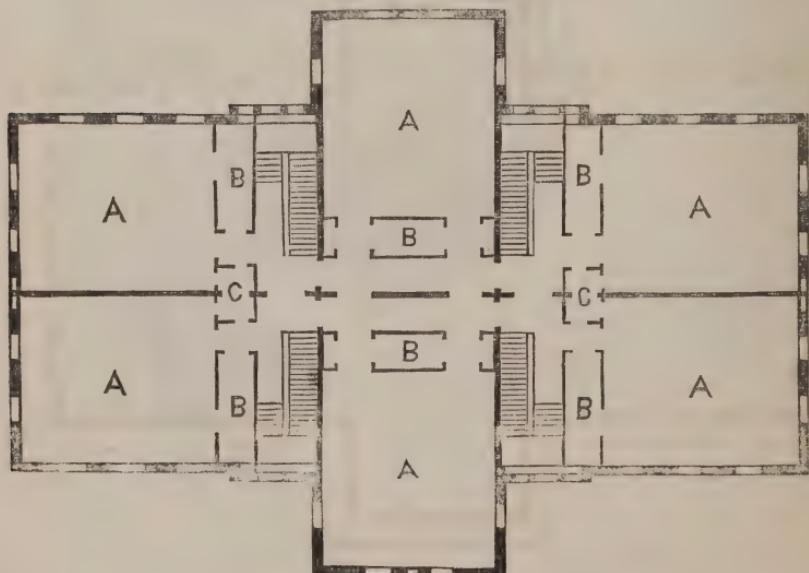
PLAN OF ATTIC, DENMAN GRAMMAR SCHOOL



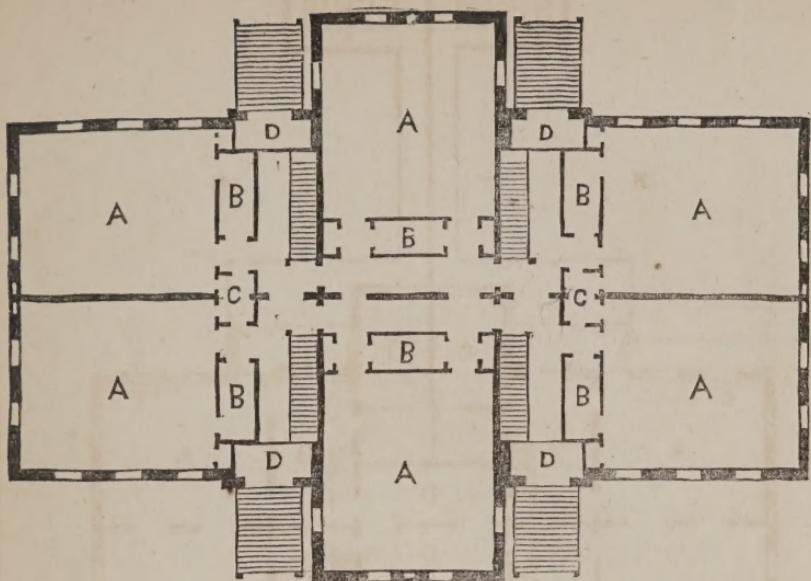
LINCOLN GRAMMAR SCHOOL, FIFTH STREET.



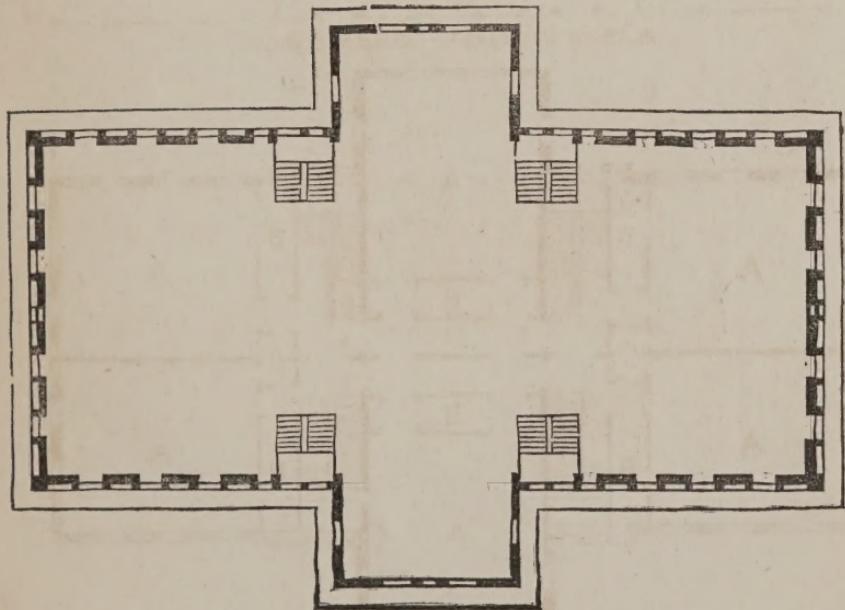
PLAN OF BASEMENT, LINCOLN SCHOOL.



PLAN OF FIRST FLOOR.



PLAN OF SECOND FLOOR, LINCOLN SCHOOL.



PLAN OF ASSEMBLY HALL, LINCOLN SCHOOL.





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